DOCUMENT RESUME

ED 287 341 HE 020 706

AUTHOR	Galligani, Dennis J.
TITLE	University of California, Irvine, Student Affirmative Action Five-Year Plan and Planning Process, 1986-1987. Volume IV.
INSTITUTION	California Univ., Irvine.
PUB DATE	1 Sep 86
NOTE	736p.; For related documents, see HE 020 703-705.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF04/PC30 Plus Postage.
DESCRIPTORS	*Affirmative Action; Ancillary School Services; *College Planning; *College Students; *Departments; Higher Education; Program Descriptions; *Student Personnel Services; *Student Recruitment
IDENTIFIERS	*University of California Irvine

ABSTRACT

The University of California, Irvine, 1986-1987 Student Affirmative Action (SAA) Plan is presented. An introductory section covers the organizational structure of SAA efforts, progress toward SAA goals, persistence and graduation rates for new SAA high school freshmen through spring 1985, and an overview of SAA education-oriented and community-oriented activities. Information is provided for 11 academic units, academic retention units, outreach units, and student life units. For each unit's program goal, a chart lists program objectives, the person responsible for implementation, program activities, numbers in the target group by ethnicity, expected outcomes, and ways outcomes are measured. A 1986-1987 schedule of activities is provided for each unit. Also included are worksheets for the assessment of unit SAA goals and program objectives for 1985-1986. For each goal and objective stated in the unit's 1985-1986 planning statement, program managers were asked to rate the level of effectiveness and comment on the rating assigned and enhancement intended. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED287341

UNIVERSITY OF CALIFORNIA, IRVINE

STUDENT AFFIRMATIVE ACTION

FIVE YEAR PLAN AND PLANNING PROCESS

1986 - 1987

VOLUME IV

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Univ of California
Irvine
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HE020706

September 1, 1986

BEST COPY AVAILABLE

VOLUME IV

TABLE OF CONTENTS

Page

TABLE OF CONTENTS i

A. INTRODUCTION TO 1986-1987 SAA PLAN 1

B. ACADEMIC UNITS 21

- School of Biological Sciences 22
- School of Engineering 35
- School of Fine Arts 53
- School of Humanities 68
- Department of Information and Computer Sciences 75
- Department of Physical Education 85
- School of Physical Sciences 91
- Program in Social Ecology 98
- School of Social Sciences 106
- Office of Teacher Education 109
- Office of Undergraduate Studies 147

C. ACADEMIC RETENTION UNITS 156

- Academic Counselors 157
- Affirmative Action Office 161
- Division of Graduate Studies and Research 165
- Program of Academic Support 169
  - Learning Skills Center 175
  - Tutorial Assistance Program 181
- Special Services 185

Page

D. OUTREACH UNITS 193

Office of Admissions 194

EOP/SAA Outreach 202

Early Outreach 258

Immediate Outreach 267

Project Radius 283

Office of Relations with Schools and Colleges 290

E. STUDENT LIFE UNITS 310

Career Planning and Placement Center 311

Counseling Center 328

Cross-Cultural Center 334

Disabled Student Services 343

Office of Financial Aid 351

Office of Housing and Food Services 364

International Services 382

Student Activities 386

Student Support Services 392

University Center 400

Women's Resource Center 409

F. APPENDICES 416

1986-87 INTRODUCTION TO UCI FIVE YEAR SAA PLAN AND PLANNING PROCESS

I. PURPOSE OF THE PLAN

A. Role the Plan is Playing in Institutionalizing UCI's Student Affirmative Action Effort

The UCI Student Affirmative Action (SAA) Plan continues to be a "living" one. The campus community as a whole is steadily becoming more aware of its shared responsibility in facilitating improvements in the academic preparation, enrollment, retention, and graduation of underrepresented ethnic minorities. This heightened campuswide awareness is evidenced by the ongoing fine-tuning of SAA programming and the launching of new programmatic initiatives as reflected in the annual program updates (i.e., annual volumes of the Plan). The overall campus SAA Plan, which consists of descriptions of SAA efforts, in the campus units, continues to serve the individual units by providing them with a campuswide inventory of periodic updates and assessments regarding program development and impact. All relevant UCI units engaged in SAA programming are increasingly assuming ownership of their unit's SAA efforts and, therefore, have a stake in seeing to it that their Student Affirmative Action efforts are effective in assisting the campus to reach its numerical and qualitative SAA enrollment, retention, and graduation goals.

The articulation and active pursuit of these SAA enrollment, retention, and graduation goals are providing the campus with a basis from which the success of the campus effort can be meaningfully interpreted. By establishing specific benchmarks or numerical SAA targets, the campus is in a position to determine the magnitude of its success. Furthermore, units can utilize this information to inform and enhance future program efforts.

Besides the ongoing Plan components, the campus is organized to continue working toward the institutionalization of its SAA efforts. It is therefore appropriate to review the role and function of the UCI Student Affirmative Action organizational structure which provides an ongoing forum for addressing SAA concerns and developing fresh initiatives.

B. Organizational Structure of UCI SAA Efforts

Chart #1 depicts the UCI Student Affirmative Action committee structure and highlights those institutional officials who have committee responsibilities and/or line authority in the overall functioning of SAA-related efforts. Statements of purpose for these SAA committees can be found in Appendix 1 of this document. The SAA Senate Committee, it is worth noting, was recently voted permanent committee status under the jurisdiction of the UCI Division of the UC Academic Senate.

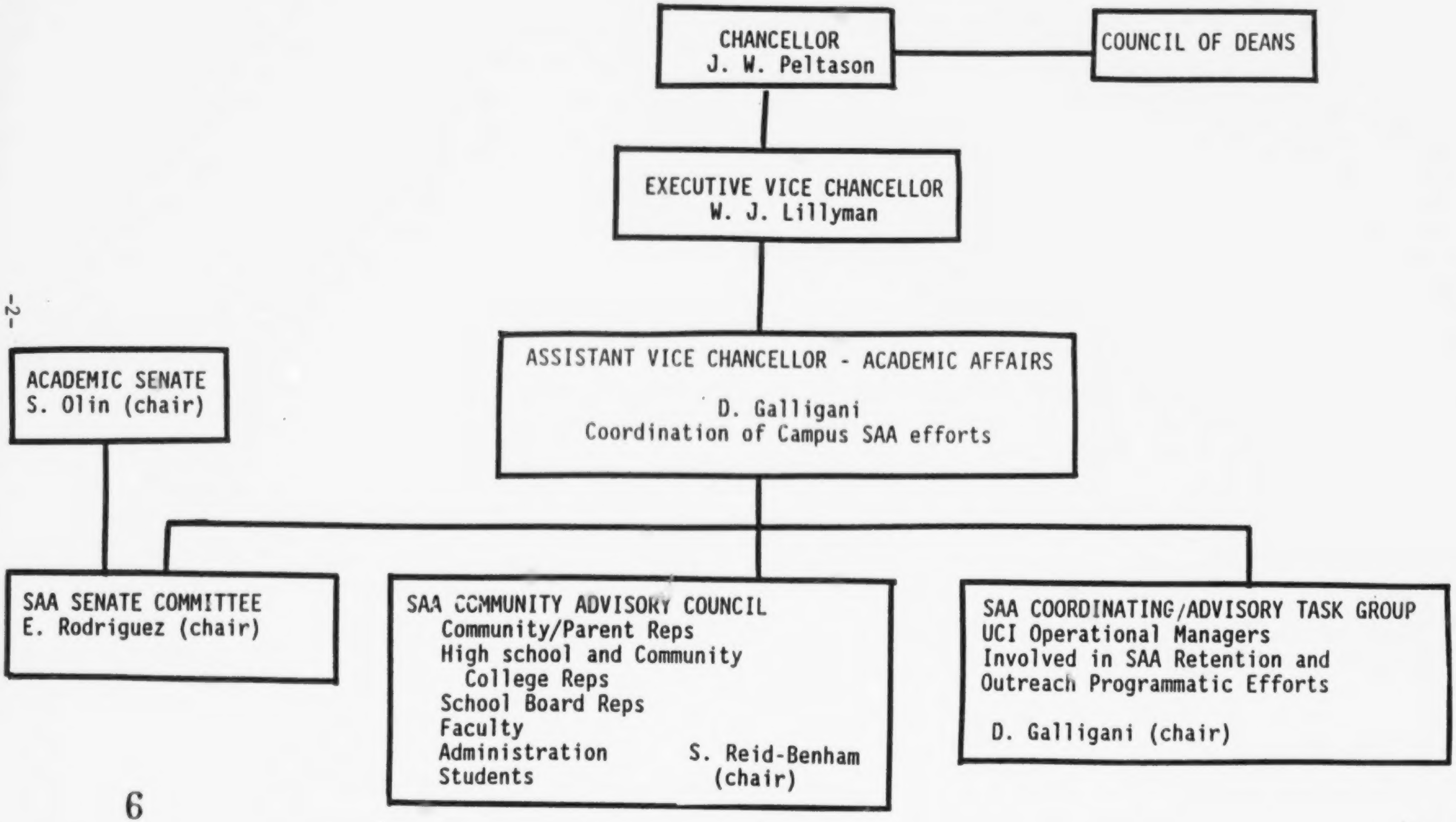
The primary role of the SAA committee structure is to provide the

November 1, 1986

CHART #1: UCI STUDENT AFFIRMATIVE ACTION COMMITTEE STRUCTURE

GROUPS INVOLVED IN SAA FIVE-YEAR PLAN

PREPARATION AND IMPLEMENTATION


CHANCELLOR
J. W. Peltason
COUNCIL OF DEANS
EXECUTIVE VICE CHANCELLOR
W. J. Lillyman
ACADEMIC SENATE
S. Olin (chair)
ASSISTANT VICE CHANCELLOR - ACADEMIC AFFAIRS
D. Galligani
Coordination of Campus SAA efforts
SAA SENATE COMMITTEE
E. Rodriguez (chair)
SAA COMMUNITY ADVISORY COUNCIL
Community/Parent Reps
High school and Community College Reps
School Board Reps
Faculty
Administration
Students
S. Reid-Benham (chair)
SAA COORDINATING/ADVISORY TASK GROUP
UCI Operational Managers
Involved in SAA Retention and Outreach Programmatic Efforts
D. Galligani (chair)

campus with convenient forums for eliciting constructive inputs and feedback from UCI faculty, staff, and students as well as the greater community at large, regarding the campus's ongoing SAA efforts. UCI's position is that all affected parties must be integrally involved in the groundwork as well as in the implementation of the campus's SAA programming to maximize the effectiveness of the total SAA effort. Student Affirmative Action concerns are the collective concerns of the entire UCI community and require the active participation of all constituents to achieve real, long-term success.

II. PROGRESS TOWARDS SAA GOALS

A. UC Eligibility Rates Among the SAA Population in California

The success of UCI's SAA enrollment, retention, and graduation goals is fundamentally dependent on the proportions of each underrepresented group who are eligible for UC admission upon completion of high school. The figures in Table #1 below represent UC eligibility rates for select ethnic/racial groups for 1975 and 1983 as reported by the California Postsecondary Education Commission (CPEC).

TABLE #1

PERCENTAGE OF HIGH SCHOOL GRADUATES ELIGIBLE FOR UC ADMISSION[1]

	Black	Hispanic[2]	Asian	White	Total
1975	5.0	4.7	39.0	16.5	14.8
1983	3.6	4.9	26.0	15.5	13.2

Even a cursory glance at the above cited figures makes it quite clear that far too overwhelming a majority of ethnic/racial groups are not meeting the minimally required academic standards for regular admission to UC. This important dimension of the underrepresentation problem must remain a focal point in all efforts seeking to ameliorate it.

---

[1] The California Postsecondary Education Commission "1983 High School Eligibility Survey," January 1985, p.2.

[2] "Hispanic includes both Chicano and Latino, though the eligibility rates for these two groups tend to be significantly different (i.e., the more severe disadvantaged status of Chicanos tends to pull their eligibility rate downward from 4.9% as reported for Hispanics in total for 1983. Likewise, it can be inferred that the generally higher socio-economic status of Latinos as a group would tend to push their UC eligibility rate significantly upwards from 4.9%.

B. SAA Enrollment Patterns in UC and at UCI from 1982-1986

1. SAA Eligibility Rates, Student Choice, and UC Enrollment Rates of Different Ethnic Groups

Eligible members of different SAA ethnic groups tend to enroll in UC at varying rates. Aside from a particular underrepresented ethnic group's UC eligibility rate, another mediating factor which influences student choice is personal preference. Table 2 below illustrates the range of variability, by ethnicity, in the propensity of different students to select UC versus some other institution to pursue postsecondary education. It should be noted that this table includes both regularly and specially admitted students.

TABLE #2

COMPARISON OF MINORITY ELIGIBILITY AND FALL 1983 ENROLLMENT:
UNIVERSITY OF CALIFORNIA[3]

	Black	Hispanic	Asian	White	Total*
Eligibility rate	3.7%	5.1%	26.2%	15.5%	13.6%
# H.S. Graduates	23,118	46,046	16,042	163,466	254,745
# Eligible	855	2,348	4,203	25,337	34,645
# Enrolled in UC**	681	990	2,800	9.456	15,177
# Enrolled as a % of those eligible	80%	42%	67%	37%	44%

* Totals are larger than the sum of the subgroups because not all ethnic groups are included in this table.

** From public high schools only.

2. Actual UCI SAA Enrollment Figures and Targets

A three-year decline in SAA enrollments at UCI caused program modifications and overall changes regarding SAA efforts at UCI, beginning with the 1982-83 academic year. In sum, all relevant campus units were brought into more direct involvement with the campus's SAA efforts by the enhancement of a greater sense of ownership in SAA activities by the units themselves. Fundamental to this shift were changes in the campus's basic approach, which sought increased involvement and initiative on the part of a wide array of campus academic and administrative units in both outreach and retention efforts. Against this backdrop, UCI's SAA enrollment efforts are portrayed in Table 3.

---

[3] California Postsecondary Education Commission "1983 High School Eligibility Survey," January 1985, p3.

Table 3 provides actual SAA enrollment figures and SAA targets for new students entering UCI Fall 1982, and subsequent years through Fall 1986. As the figures for 1985 and 1986 indicate, the campus is fairly well on target towards reaching its Fall 1988 SAA enrollment goals (i.e., fifth year SAA enrollment goals established in 1984).

It is noteworthy that the campus recently updated the parity formula from which enrollment targets for each distinct underrepresented group are derived. That is, more accurate figures for each underrepresented ethnic group's actual and projected percentage share of the State's high school graduation class in a given year have compelled us to take account of current information and adjust our ethnic-specific SAA enrollment targets accordingly. For instance, UCI continued to target 74 new entering Latinos for each Fall from 1986 through 1988 (referring to the Latino target of 74 as a "steady-state" target) because the enrollment of Latinos in UC reached parity in Fall 1985 relative to their actual percentage share of the State's high school graduation class in June 1985. UCI maintains the target of 74 for Latinos, which is a "parity-maintaining" enrollment target,2 since this group retains its "protected status" as an underrepresented group. Parity enrollments in UC must be maintained for five consecutive years before an underrepresented group becomes non-underrepresented. There is concern that the high school parity percent may be inaccurate for Latinos. This question is being pursued at the systemwide level.

Furthermore, in Column #8 of Table 3, ethnic-specific "actual" and "projected" percentages for 1986 and 1987 California high school graduates respectively are provided. These measures for each underrepresented ethnic group represent the baseline on which the establishment and modification of UCI's SAA enrollment targets by ethnicity depend. As mentioned earlier, Table 3 provides information on the entire new UCI undergraduate student population from Fall 1982 through Fall 1986 and provides SAA enrollment targets through Fall 1988. The inclusion of percentages provides a perspective for viewing relative UCI enrollment rates for specific underrepresented ethnic groups against the background of total new undergraduate growth, total new SAA growth, etc.

C. The SAA Retention and Graduation Picture: What We Know and What We Still Need to Know?

It can be stated that there is a relationship between whom UCI

TABLE 3

NEW UCI UNDERGRADUATE ENROLLMENTS AND SAA ENROLLMENT TARGETS, FALLS 1982 - 1986*

Undergraduate Students	UCI Entering Undergrads Fall 1982		UCI Entering Undergrads Fall 1983		UCI Entering Undergrads Fall 1984		Two Year SAA Goals Fall 1985		UCI Entering Undergrads Fall 1985		UCI SAA Goals Fall 1986	UCI Entering Undergrads Fall 1986		% Actual & (% Projected) for 86-87 High School Graduates		UCI SAA Goals Fall 1987	UCI SAA Goals Fall 1988
	#	(%)	#	(%)	#	(%)	UC	UCI	#	(%)		#	(%)				
I SAA Groups																	
American Indian	13	(0.5)	14	(0.5)	15	(0.5)	13	17	17	(0.5)	19	23	(0.6)	0.8	(0.9)	20	21
Black	86	(3.2)	94	(3.1)	100	(3.1)	96	118	93	(2.8)	107	109	(3.0)	8.4	(9.0)	121	135
Chicano	103	(3.8)	145	(4.7)	162	(5.1)	153	181	199	(6.0)	209	188	(5.1)	15.3	(15.2)	219	228
Latino	58	(2.2)	80	(2.6)	83	(2.6)	62	100	74	(2.2)	74	89	(2.4)	3.3	(3.3)	74***	74***
TOTAL SAA	260	(9.7)	333	(10.9)	360	(11.3)	324	416	383	(11.4)	409	409	(11.1)	27.8	(28.4)	434	458
II Non-SAA Groups																	
Asian****	718	(26.6)	819	(26.8)	932	(29.2)	N/A		1066	(31.9)	N/A	1290	(35.0)	-		N/A	N/A
White	1717	(63.7)	1902	(62.2)	1880	(59.0)	N/A		1889	(56.4)	N/A	1975	(53.6)	-		N/A	N/A
Total Non-SAA	2635	(91.0)	2937	(89.8)	3052	(89.5)	N/A		3120	(89.1)	N/A	3564	(89.7)	72.2	(71.6)	N/A	N/A
III Unknown*	200	(6.9)	211	(6.5)	225	(6.6)	N/A		156	(4.5)	N/A	288	(7.3)	N/A		N/A	N/A
IV Total SAA & Non-SAA	2895	N/A	3270	N/A	3412	N/A	N/A		3503	N/A	N/A	3973	N/A	100.0		4053**	N/A
V Total SAA & Non-SAA less "Unknown"	2695	N/A	3059	N/A	3187	N/A	N/A		3347	N/A	N/A	3685	N/A	N/A		N/A	N/A

* Data Sources: F82, F83, F84 and F85 Student Characteristics Summary Reports and all percentages, except for "Unknown," were computed from base numbers less "Unknown." The "Unknown" percentages were computed from base numbers listed across for IV (i.e. "Total SAA & Non-SAA). Percentages may not total exactly 100% because of rounding.

** Based on a projected 2% growth rate.

*** These figures represent a "parity-maintaining" target (i.e., "steady-state" or "leveled-off" targets).

**** Please note that Pilipinos have been included in the "Asian" category.

MCA:OAA
October 1986

enrolls and whom the campus tends to retain. More specifically, putting aside attrition because of non-academic difficulty, there is a category of students who leave UCI without graduating primarily because of academic problems. Herein lies a most important attrition/retention research task, i.e., to determine if those who quit UCI for reasons associated with academic difficulty can be identified at UCI entry by their academic/non-academic profile which might inform the campus's delivery of "academic" and "student life" support services to these students early on in the matriculation process. This would provide an opportunity for having optimum impact on their persistence and graduation chances.

It is also initially useful to look at total SAA undergraduate enrollments in relation to new enrollments, when inquiring into retention concerns. New undergraduate student enrollments have been presented, and now a review of total undergraduate enrollments is appropriate.

Table 4 provides figures reflecting total SAA undergraduate enrollments beginning with the base year Fall 1982 through Fall 1986. Corresponding percentages are provided to allow for very general assessments of relative annual growth rates of each ethnic group as a share of the campus's total enrollment growth for Falls 1982-1986.

1. Retention/Graduation Charts

To move beyond a cursory understanding of growth in the relative percentages of each ethnic group's annual overall growth rate requires that we review not only new ethnic-specific undergraduate enrollments, but also an examination of the specific persistence rates of each ethnic group. These persistence rates need to be accompanied by controls for both year of UCI entry and the academic profile of these students at time of entry.

The development of baseline ethnic-specific persistence information, by entering year, permits an accurate description of SAA year-to-year retention and graduation rates at UCI. The following charts 2, 3, and 4 illustrate these rates for the undergraduate SAA student subgroups as indicated in the title of each chart.

Charts are available for entering high school/community college entrants; all ethnic groups; admissions status (i.e., regular/special action); and for community college entrants level at entrance. These retention/graduation charts for all undergraduate student subpopulations will be updated during the first part of each Winter quarter to include the previous year's retention and graduation information.

2. UCI SAA Retention Study Effort

To augment the interpretability of these baseline

TABLE 4

TOTAL UCI UNDERGRADUATES, 1982 - 1986*

Undergraduate Students	F82		F83		F84		F85		F86	
	#	%	#	%	#	%	#	%	#	%
I SAA Groups										
American Indian	42	(0.5)	46	(0.5)	49	(0.5)	61	(0.6)	61	(0.6)
Black	311	(3.9)	282	(3.2)	300	(3.2)	301	(2.9)	333	(3.0)
Chicano	396	(5.0)	418	(4.8)	448	(4.7)	531	(5.1)	584	(5.3)
Latino	169	(2.1)	194	(2.2)	241	(2.5)	261	(2.5)	265	(2.4)
TOTAL SAA	918	(11.5)	940	(10.7)	1038	(10.9)	1154	(11.1)	1243	(11.3)
II Non-SAA Groups										
Asian **	1894	(23.8)	2236	(25.6)	2652	(27.9)	3093	(30.0)	3672	(33.1)
White	5147	(64.6)	5548	(63.5)	5801	(61.0)	6059	(58.7)	6175	(55.6)
TOTAL NON-SAA	7827	(N/A)	8496	(N/A)	9173	(N/A)	9828	(N/A)	9869	(N/A)
III Unknown	780	(8.9)	701	(7.4)	703	(6.9)	657	(6.0)	768	(6.5)
IV TOTAL SAA & NON-SAA	8745	(N/A)	9436	(N/A)	10,211	(N/A)	10,982	(N/A)	11,880	(N/A)
V TOTAL SAA & NON-SAA LESS "UNKNOWN"	7965		8735		9508		10,325		11,112	

* Data Sources: F82, F83, F84 and F85 Student Characteristics Summary Reports and all percentages except for "Unknowns," were computed from base numbers less "Unknowns." The "Unknown" percentages were computed from base numbers listed across for IV (i.e "Total SAA & Non-SAA"). Percentages may not total exactly 100% because of rounding.

** Please note that Pilipinos have been included in the "Asian" category.

MCA:OAA
October 1986

CHART #2

ALL PERSISTENCE AND GRADUATION RATES FOR NEW HIGH SCHOOL SAA FRESHMEN THROUGH SPRING 1985
(Regular Admits and Special Action Admits are not separated)

UCI FALL 1979 THROUGH FALL 1981 ENTERING CLASSES

Fall Entering Class	# in Frosh Entering Class	# and (%) Still Here 1 Yr. Later	# & (%) Quit After 1 Year	# and (%) Still Here 2 Yrs. Later	# & (%) Quit After 2nd Yr.	# and (Cumul.%) 4 Year Grad. Rate	# and (Cumul. 5 Year Grad. Rate
I Fall 1979							
American Indian	6	4 (66.7)	2 (33.3)	2 (33.3)	2 (33.3)	0 (0.0)	0 (0.0)
Black	114	95 (83.3)	19 (16.7)	70 (61.4)	25 (21.9)	24 (21.1)	13 (32.5)
Chicano	116	88 (75.9)	28 (24.1)	82 (70.7)	6 (5.2)	19 (16.4)	20 (33.6)
Latino	35	31 (88.6)	4 (11.4)	25 (71.4)	6 (17.1)	8 (22.9)	7 (42.9)
Pilipino	26	23 (88.5)	3 (11.5)	19 (73.1)	4 (15.4)	10 (38.5)	5 (50.0)
TOTAL SAA	297	241 (81.1)	56 (18.9)	198 (66.7)	43 (14.5)	61 (20.5)	43 (35.0)
II Fall 1980							
American Indian	10	9 (90.0)	1 (10.0)	7 (70.0)	2 (20.0)	2 .(20.0)	2 (40.0)
Black	74	56 (75.7)	18 (24.3)	36 (48.7)	20 (27.0)	5 (6.8)	8 (17.6)
Chicano	103	84 (81.6)	19 (18.5)	60 (58.3)	24 (23.3)	19 (18.4)	19 (36.9)
Latino	30	20 (66.7)	10 (33.3)	14 (46.7)	6 (20.0)	4 (13.3)	4 (26.7)
Pilipino	35	28 (80.0)	7 (20.0)	23 (65.7)	5 (14.3)	9 (25.7)	5 (40.0)
TOTAL SAA	252	197 (78.2)	55 (21.8)	140 (55.6)	57 (22.6)	39 (15.5)	38 (30.6)
III Fall 1981							
American Indian	7	6 (85.7)	1 (14.3)	4 (57.1)	2 (28.6)	1 (14.3)	Not Availabl
Black	73	44 (60.3)	29 (39.7)	35 (48.0)	9 (12.3)	7 (9.6)	Not Availabl
Chicano	69	51 (73.9)	18 (26.1)	43 (62.3)	8 (11.6)	9 (13.0)	Not Availabl
Latino	35	30 (85.7)	5 (14.3)	23 (65.7)	7 (20.0)	6 (17.1)	Not Availabl
Pilipino	47	42 (89.4)	5 (10.6)	35 (74.5)	7 (14.9)	14 (29.8)	Not Availabl
TOTAL SAA	231	173 (74.9)	58 (25.1)	140 (60.6)	33 (14.3)	37 (16.0)	Not Availabl

*1-Year Fall-to-Fall Attrition Rate

MCA&JCS: OA/
July 1986

CHART #3

UCI PERSISTENCE AND GRADUATION RATES FOR ALL NEW SAA HIGH SCHOOL FRESHMEN THROUGH SPRING 1985

(Regular Admits and Special Action Admits not separated)

UCI FALL 1982 THROUGH FALL 1984 ENTERING CLASSES

Fall Entering Class	# in Frosh Entering Class	# & (%) Still Here After 1 Yr	# & (%) Quit After 1 Yr*	# & (%) Still Here After 2 Yrs	# & (%) Quit During 2nd Yr	Cumul. # & (%) 4 Year Grad. Rate	# & (Cumul.%) 5 Year Grad. Rate
I Fall 1982							
American Indian	8	6 (75.0)	2 (25.0)	5 (62.5)	1 (12.5)	Not Available	Not Available
Black	58	43 (74.1)	15 (25.9)	36 (62.1)	7 (12.1)	Not Available	Not Available
Chicano	58	44 (75.9)	14 (24.1)	40 (69.0)	4 (6.9)	Not Available	Not Available
Latino	37	31 (83.8)	6 (16.2)	28 (75.7)	3 (8.1)	Not Available	Not Available
Pilipino	48	39 (81.3)	9 (18.8)	33 (68.8)	6 (12.5)	Not Available	Not Available
TOTAL SAA	209	163 (78.0)	46 (22.0)	142 (67.9)	21 (10.1)	Not Available	Not Available
II Fall 1983							
American Indian	9	7 (77.8)	2 (22.2)	6 (66.7)	1 (11.1)	Not Available	Not Available
Black	70	57 (81.4)	13 (18.6)	44 (62.9)	13 (18.6)	Not Available	Not Available
Chicano	100	80 (80.0)	20 (20.0)	68 (68.0)	12 (12.0)	Not Available	Not Available
Latino	49	47 (95.9)	2 (4.1)	43 (87.8)	4 (8.2)	Not Available	Not Available
Pilipino	63	54 (85.7)	9 (14.3)	50 (79.4)	4 (6.4)	Not Available	Not Available
TOTAL SAA	291	245 (84.2)	46 (15.8)	211 (72.5)	34 (11.7)	Not Available	Not Available
III Fall 1984							
American Indian	11	8 (72.7)	3 (27.3)	Not Available	Not Available	Not Available	Not Available
Black	73	54 (74.0)	19 (26.0)	Not Available	Not Available	Not Available	Not Available
Chicano	116	90 (77.6)	26 (22.4)	Not Available	Not Available	Not Available	Not Available
Latino	56	44 (78.6)	12 (21.4)	Not Available	Not Available	Not Available	Not Available
Pilipino	54	45 (83.3)	9 (16.7)	Not Available	Not Available	Not Available	Not Available
TOTAL SAA	310	241 (77.7)	69 (22.3)	Not Available	Not Available	Not Available	Not Available

*1-Year Fall-to-Fall Attrition Rate

MCA&JCS: OAA
July 1986

CHART #4

UCI PERSISTENCE AND GRADUATION RATES FOR ALL NEW SAA COMMUNITY COLLEGE TRANSFERS THROUGH SPRING 1985
(Regular Admits and Special Action Admits not separated)

UCI FALL 1981 ENTERING CLASS

Fall Entering Class	# in Class	# & (%) Still Here After 1 Yr	# & (%) Quit After 1 Yr*	# & (%) Still Here After 2 Yrs	# & (%) Quit During 2nd Yr	Cumul.# & (%) 2 Year Grad. Rate	# & (Cumul.%) 3 Year Grad. Rate	# & (Cumul.%) 4 Year Grad. Rate	# & (Cumul.%) 5-6 Year Grad. Rate
I Freshmen									
American Indian	0	- (-)	- (-)	- (-)	- (-)	- (-)	- (-)	- (-)	Not Available
Black	4	3 (75.0)	1 (25.0)	3 (75.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (25.0)	Not Available
Chicano	2	2 (100.0)	0 (0.0)	1 (50.0)	1 (50.0)	0 (00.0)	1 (50.0)	0 (50.0)	Not Available
Latino	1	1 (100.0)	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	Not Available
Pilipino	1	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	Not Available
TOTAL SAA	8	6 (75.0)	2 (25.0)	5 (62.5)	1 (12.5)	0 (0.0)	1 (12.5)	2 (37.5)	Not Available
II Sophomores									
American Indian	3	2 (66.7)	1 (33.3)	0 (0.0)	1 (33.3)	1 (33.3)	0 (33.3)	0 (33.3)	Not Available
Black	9	6 (66.7)	3 (33.3)	5 (55.6)	1 (11.1)	0 (0.0)	0 (0.0)	3 (33.3)	Not Available
Chicano	12	9 (75.0)	3 (25.0)	8 (66.7)	0 (0.0)	1 (8.3)	3 (33.3)	1 (41.7)	Not Available
Latino	3	1 (33.3)	2 (66.7)	1 (33.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	Not Available
Pilipino	3	0 (0.0)	3 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	Not Available
TOTAL SAA	30	18 (60.0)	12 (40.0)	14 (46.7)	2 (6.7)	2 (6.7)	3 (16.7)	4 (30.0)	Not Available
III Juniors									
American Indian	3	1 (33.3)	2 (66.7)	0 (0.0)	0 (0.0)	1 (33.3)	0 (33.3)	0 (33.3)	Not Available
Black	1	1 (100.0)	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	Not Available
Chicano	18	12 (66.7)	6 (33.3)	5 (27.8)	1 (5.6)	6 (33.3)	3 (50.0)	1 (55.6)	Not Available
Latino	7	4 (57.1)	3 (42.9)	1 (14.3)	1 (14.3)	2 (28.6)	0 (28.6)	1 (42.9)	Not Available
Pilipino	4	3 (75.0)	1 (25.0)	0 (0.0)	0 (0.0)	3 (75.0)	0 (75.0)	0 (75.0)	Not Available
TOTAL SAA	33	21 (63.6)	12 (36.4)	7 (21.2)	2 (6.1)	12 (36.4)	3 (45.5)	3 (54.6)	Not Available
IV Seniors									
American Indian	0	- (-)	- (-)	- (-)	- (-)	- (-)	- (-)	- (-)	Not Available
Black	0	- (-)	- (-)	- (-)	- (-)	- (-)	- (-)	- (-)	Not Available
Chicano	1	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (100.0)	0 (100.0)	Not Available
Latino	0	- (-)	- (-)	- (-)	- (-)	- (-)	- (-)	- (-)	Not Available
Pilipino	0	- (-)	- (-)	- (-)	- (-)	- (-)	- (-)	- (-)	Not Available
TOTAL SAA	1	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (100.0)	0 (100.0)	Not Available

undergraduate persistence/graduation data, representatives from the Offices of Academic Affairs, Student Affairs, and Undergraduate Studies have engaged themselves in a collaborative research effort involving the design of "continuing" and "exiting" student surveys. A "new" student survey, i.e., the ACE Survey, was administered to all new students taking diagnostic tests administered by the campus's Program of Academic Support Services just prior to their Fall 1986 enrollment at UCI. Generally speaking, the following primary goals and related objectives are cited as the retention study's main tasks:

1. to describe numerically the SAA attrition/retention rates at UCI;
2. to determine whether the SAA attrition rate tends to increase noticeably after certain periods after UCI entry;
3. to identify types/patterns of SAA attrition/retention; and
4. to uncover the primary reasons for SAA attrition/retention at UCI.

Furthermore, specific retention research and evaluation questions have been delineated in reference to both the "continuing" and "exiting" student surveys. These questions are stated below. Both of these survey instruments are scheduled to be field tested during the current academic year.

CONTINUING STUDENT SURVEY

Primary UCI SAA Retention Research & Evaluation Questions

- How do the majority of SAA students tend to evaluate the quality of academic life at UCI?
- How familiar are SAA students with the array of UCI academic and student life support services on campus?
- How do SAA students tend to evaluate the array of UCI academic and student life support services?
- What patterns of SAA persistence at UCI, by academic achievement levels, can be identified?

EXITING STUDENT SURVEY

Primary UCI SAA Retention Research & Evaluation Questions

- What primary reasons do students tend to cite for their dropping out of UCI?
- Do SAA students tend to drop out of UCI primarily because of "quality of life" dissatisfaction or because of prior academic underpreparation or because of some combination of these two factors?
- How familiar were SAA dropouts with the array of available UCI academic and student life support services on campus?
- How do SAA dropouts tend to evaluate the delivery of both UCI academic and student life support services?
- What patterns of SAA attrition at UCI can be identified?

III. SAA PROGRAM HIGHLIGHTS

A. New Initiatives Since Fall 1982

During the 1986-87 academic year, the campus plans to continue strengthening an array of efforts intended to impact positively the academic preparation, enrollment, retention, and graduation rates of underrepresented students. These activities strive to provide a comprehensive network of services to SAA students. From the delivery of pre-UCI academic preparation and motivation services, to outreach through UCI graduation, the campus is on the move and striving to reinforce the following action areas in addressing the problem of underrepresentation:

1. Expansion of UCI Early Outreach, i.e., provision of academic preparation services to reach more underrepresented students whose academic potential is constrained because of academic underpreparation;
2. Sensitivity to cultural differences (i.e., cultural awareness);
3. Increasing opportunities for quality student involvement;
4. Strengthening the internal campus coordination of enrollment and retention efforts by providing special efforts for SAA

students;

5. Academic enrichment and math-science/statistics based skills enhancement;

6. Establishment of life goals and career linkaging for early carreer planning; and

7. Development of a longitudinal retention/attrition SAA data base to assess and provide feedback for ongoing program enhancement.

The campus continues to strengthen its outreach and retention efforts by working towards improved coordination and optimum program delivery. With regard to academic preparation and enrollment matters, the campus continues to foster closer cooperation and collaboration with its primary feeder schools by cultivating the development of academic partnership models. These partnership efforts allow for a potentially more effective total effort in addressing student underpreparation and underrepresentation by combining the resources--both human and monetary--of all of the segments on the educational continuum.

All of those students who graduated from high school at the close of the 1985-86 school year and who were participants in UCI's Early Outreach Program, attained UC eligibility at an impressive 44.3% rate, which was one of the highest in the UC system. Moreover, 61.4% of these UCI Early Outreach graduates went on to enroll in UC or CSU, which represented the highest rate of any UC campus. Forty-five per cent of these UCI Early Outreach graduates went on to enroll in the University of California which, again, represented the highest rate of any UC campus. All involved segments have arrived at a common understanding that no one segment of California's public education system can "solve the problem" by itself, but rather, by working together, with a sense of purpose and sincere commitment, significant headway can be made in bringing the stubborn, systemic twin problems of underpreparation and underrepresentation to its knees. UCI is proud to be in the forefront of this academic partnership movement aimed at turning around the tide of underrepresentation.

As for campus-based retention efforts for underrepresented students, the campus's sophistication continues to evolve. A key factor in this whole process is direct faculty involvement in the campus's overall retention effort, which, is aimed at attending to the general and particular learning and developmental needs of underrepresented students. Efforts along these lines seek to augment both the quantity and quality of campus-based academic and student-life support activities for underrepresented students in general. Additionally, some of these efforts are aimed at identifying academically talented upper division underrepresented students and providing them with an array of skill enrichment services to increase their chances of gaining admissions to and successful completion of graduate programs of study. The following outline catalogues these two types of programmatic thrusts which are in place at UCI.

a. Support Programs

- Mentorship program for underrepresented students sponsored by School of Social Ecology

  High-achieving upper division students in Social Ecology serve as mentors for incoming underrepresented undergraduate Social Ecology majors, while Social Ecology faculty serve as directing mentors of student mentors. Special study groups and course sections organized around strong participation of underrepresented students.

  The objectives are:

  - To provide role models for underrepresented students
  - To provide academic and social support networks for underrepresented students
  - To facilitate underrepresented students' involvement in the ongoing process of "objective self-critical diagnosis" re: their academic pursuits, i.e., skills needed for success.

- Self-evaluation tutoring and learning skills counseling with faculty/staff mentor

  A sample of students, over-sampled for underrepresented ethnic minorities, were provided with the offer of tutoring and learning skills counseling with a faculty/staff mentor. This effort is sponsored by the Tutorial Assistance Program.

  The objectives are:

  - To provide students, particularly those from underrepresented groups, with an array of academic support services and direct contact with a faculty or staff mentor

- Faculty mentorships with underrepresented students sponsored by Office of Teacher Education

  Underrepresented freshmen provided with faculty mentors and a variety of support programs including advisement and counseling.

  The objectives are:

  - To encourage underrepresented students to pursue careers as teachers

- To assist underrepresented students in preparing for CBEST
- To promote a more hospitable learning environment for underrepresented students

- Student Athlete Faculty/Staff Mentoring Program

  A group of student athletes, from a cross-section of varsity sports, was identified and provided with a faculty/staff mentor and an offer of academic support services. This effort is jointly sponsored by the Tutorial Assistance Program and the Department of Physical Education.

  The objectives are:

  - To provide all student athletes, particularly those from underrepresented ethnic groups, with direct interaction with and access to at least one "significant other" (i.e., faculty/staff mentor) in an ongoing way.
  - To provide student athletes, particularly those from underrepresented ethnic groups, with academic and student life support to aid them in the matriculation process.

- Faculty advisement of underrepresented students sponsored by School of Humanities

  All underrepresented students in Humanities provided with a special faculty advisor

  The objectives are:

  - To provide underrepresented students a relationship with a "significant other" person
  - To provide improved advisement to underrepresented students

- Department of Physical Sciences provided tutorial services in chemistry and mathematics

  Chemistry and Mathematics offered tutorial services by Department of Physical Sciences

  The objectives are:

  - To provide students with an additional source of course-specific academic assistance

- To provide students with opportunities to directly interact with faculty on one-to-one basis

b. Outreach strategies/programs for identifying and developing academically talented upper division underrepresented undergraduate students

- Summer Academic Enrichment Program sponsored by School of Social Sciences

  Intensive six-week summer, residential, academic skills enrichment program emphasizing the acquisition of quantitative social science research skills

  The objectives are:

  To improve the analytical and quantitative social science research skills of underrepresented undergraduates who are also from disadvantaged backgrounds

- ECSEL Program

  Involves Schools of Engineering and Information and Computer Science in cooperative effort to provide academic support to underrepresented students with majors in relevant fields

  The objectives are:

  - To provide an academic and social support network for underrepresented students in hard sciences
  - To provide direct access to supportive faculty in relevant fields re: counseling, advisement, etc.

B. What We Have Learned

Over the last several years, UCI's efforts to address underpreparation and underrepresentation have made clear a few fundamental issues. Foremost among what we have learned as an institution is that solutions to these stubborn problems cannot be legislated into being. Neither the state legislature nor the Office of the President can "make" student affirmative action occur. Only a committed campus can bring resolution to the issues surrounding SAA.

From UCI's perspective, the following retention-related dimensions are important considerations for long-term SAA successes:

1. The campus's varied retention efforts need to be cooperatively and coherently organized;

2. Diagnostic student testing provides the basis for deriving action-oriented needs assessments which in turn should guide programmatic efforts;

3. The enlightened "steering" of students' college experience (via orientation services, academic advising, counseling, etc.) is important in ensuring SAA success;

4. Ongoing emphasis on basic, intermediate, and advanced skill proficiencies is needed;

5. Substantive involvement of faculty in institutional retention efforts is critical;

6. Visible and tangible symbols of the campus's commitment to these efforts are necessary.

IV. OVERVIEW OF THE 1986-87 PLAN

To further strengthen the campus's SAA efforts during the 1986-87 academic year, the following activities are being offered.

A. Education-Oriented Activities

1. Early Outreach Expansion: UCI was awarded $100,000 to extend delivery of its academic preparation services to secondary schools in the Los Angeles area where there is a preponderance of underrepresented students. This allocation represented the largest to any UC campus located in Southern California. UCI has made a commitment to provide academic preparation services to Compton, Long Beach, and Paramount school districts and is in the process of implementing this commitment. The campus took note of the tendency towards relatively greater academic underpreparation of the State's black students and has sought to address this concern with this Early Outreach advance into these new areas. These new Early Outreach efforts, coming in the wake of UCI's establishment of Early Outreach student targets by Student Affirmative Action ethnicity, will do much to provide academic preparation services to each underrepresented group.

2. Academic Retention Efforts: An array of academic retention efforts has been planned by both academic and administrative campus units. In the academic units, a host of student support activities are underway. In the academic retention and student life support services units, a number of retention efforts are being carried out. The common goal of all these efforts is to provide a more comprehensive, systematic, and integrated network of support services to

underrepresented students. The following specific objectives are currently being sought by UCI support services units:

a. to ensure that underrepresented students are aware of the various support services which address their needs;
b. to assess the level of skill acquisition among underrepresented students;
c. to develop a support service network of both faculty and professional staff for underrepresented students;
d. to encourage increased participation of underrepresented students in group interaction/learning experiences; and
e. to prepare support services strategies based on results of diagnostic testing administered by the Program of Academic Support Services.

Other administrative units, like Financial Aids, Housing, and others, have likewise committed themselves to providing services to underrepresented students which should enhance retention of these students.

3. Quality of Life Enhancements: These efforts include cultural sensitivity workshops provided to the campus community at large, opportunities for cross-cultural interaction and expression before the campuswide community (e.g., the annual Rainbow Festival), opportunities for University leaders to voice support for Student Affirmative Action, and other efforts like the Cultural Diversity Grants administered by the Office of Undergraduate Studies to increase the presence of culturally diverse learning materials in curricula.

4. Intersegmental Partnerships: By strengthening academic partnerships as a form of cooperation between secondary schools and UCI, it is envisioned that increased cooperation and collaboration between faculty, academic counselors and other relevant personnel across educational segments will become practicable and productive.

5. Research and Evaluation: A baseline retention/graduation data base are currently being established, by ethnicity. Eventually this database will include ethnic-specific retention/graduation data by school affiliation. This database will allow the various units to assess their internal efforts and, therefore, provide an information base to be used for guiding future programmatic adjustments. Additionally, the academic support services units have undertaken the tracking of the various student subpopulations they serve to determine the impact of their services.

B. Community-Oriented Activities:

1. Increase Visibility of UCI: The campus is actively engaged in identifying ways of highlighting its SAA efforts in the community by drawing on the input of businesses and alumni. Information exchange is a primary objective of the campus's effort. It is hoped that community businesses in particular will lend their support in the form of education/job-related experience for SAA students, expertise and/or funds to support UCI's campuswide Student Afirmative Action effort.

2. Increase Involvement of UCI with SAA Parents: The campus is currently identifying ways in which parents of UCI SAA students can be provided with useful orientation services that might empower them to be of greater assistance and a source of greater support for their sons and daughters attending UCI.

V. STATEMENT ABOUT THE CONTENTS OF VOLUME IV

This volume of the UCI SAA Five Year Plan 1986-87 (Volume IV) represents both those SAA efforts and programs planned and being implemented as well as other SAA efforts and programs that have previously been in existence and are being sustained. These efforts are designed to facilitate the achievement of the campus's step-by-step SAA objectives and end-goals, i.e., parity enrollments, persistence and graduation rates of underrepresented students.

Each campus unit was asked to complete three charts which are included in their unit's response to this volume of the Plan.

Chart #1 is a "Worksheet for the Assessment of Unit SAA Goals and Program Objectives for 1985-86" and is intended to assist program managers in assessing the extent to which their Student Affirmative Action efforts actually achieved the results sought during the 1985-86 school year. For each goal and objective stated in the unit's 1985-86 planning statement, program managers were asked to rate the level of effectiveness and comment on the rating assigned and enhancement intended.

Chart #2 is a list of "UCI SAA Program Activities for 1986-87." These listings provide an inventory of the various SAA activities/programs underway on the campus.

Chart #3 is a timeline regarding "1986-87 Schedule of Activities."

This volume reflects a collective institutional approach to addressing Student Affirmative Action concerns and represents the numerous individual efforts of many people. The campus is fortunate to have so supportive a cadre of people, from the academic units to the support services' units to an array of administrative units. It is the efforts of this cross-section of the UCI community that make the UCI SAA Plan a "living" one.

B. ACADEMIC UNITS

Biological Sciences

Engineering

Fine Arts

Humanities

Information and Computer Science

Physical Education

Physical Sciences

Social Ecology

Teacher Education

Undergraduate Studies

BIOLOGICAL SCIENCES

Unit BIOLOGICAL SC[illegible]ES

Chart #2

Date: October 1, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurem of Outcome
Retention	To provide a positive environment in which students have access to information, resources, and networking mechanisms	All staff members in Bio Sci Student Affairs	Attendance and participation in workshops and classes on counseling culturally different students	*512 plus approx. 60 Unaffilliated	Continuous	Increased number of SAA graduates	Yearly comparison of graduates
	Exposure to medical education, support systems in medical school, and role models in the medical profession	Susana Canett Libby Parker SAA medical students	A one-day orientation program which includes the opportunity for undergraduate students to attend medical school classes	"	Quarterly	Increased number of acceptance into medical school	Yearly comparison of accepted students
	To prepare students for a career in medicine	Susana Canett C. Eddleman, L. Parker C. Willmann	Educational Agreements with UCI College of Medicine which includes a series of workshops and conferences	"	Continuous	"	"
	To orient new students to Biological Sciences and the University	S. Canett, campus committee	Success Guidance Workshop	All new SAA students	Once/year	Increased number of students continuing to following year	Comparison of number o continuing students

*See attachment for complete breakdown of fall, 1986 SAA Biological Sciences majors.

Unit BIOLOGICAL SCIE S

Chart #2

Date: October 1, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measureme of Outcomes
Retention	To orient SAA students admitted under Special Action	S. Canett	Workshops and participation in Summer EOP	60-70	Summer	Increased number of students continuing to second year	Comparison of number of returning student
	To support and assist student organizations with strong SAA membership	S. Canett	Staff advisor to Black Students in Science, Chicanos for Creative Medicine, Native Americans for Creative Medicine, Third World Women in Health; provide space and financial support to above groups	See attachment	Continuous	Increased number of continuing students and graduates	Comparison of returning student and graduates
	To recruit students to Summer Premedical Programs	S. Canett	Workshops on programs and application procedures; dissemination of literature to student groups; advertising programs	"	"	Increased numbers of students applying to and gaining admission to medical school	Comparison of acceptance rate of students
	To assist students on academic probation & subject to disqualification	S.Canett Special Services	Notification to Special Services of probationary status; input and review by Special Services of dismissal students; individual counseling sessions	Approx. 100-150	Quarterly	Increased GPA and removal from probation	Comparison of number of students on probatio and dismissed

Unit BIOLOGICAL SCIEN

Chart #2

Date: October 1, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measureme of Outcomes
Retention	To provide peer role models and to attain cultural diversity in the peer advising program	A. Lawton	Funding, hiring, and training of a Peer Academic Advisor; strong affirmative action considerations in selecting New Student Peer Academic Advisors	One 19	10 hrs/wk Sept.-June 8 hrs/wk fall qtr	Increased use of counseling by SAA students; provide successful student role models	Comparison of number students seeking counseling
	To provide medical experience, role models, and understanding of health care delivery systems for minority patients	Dr. Jose Sandoval	Cross Cultural Volunteer Program which allows undergraduate students to volunteer at the UCI-CCM Community Clinic of Orange County	See attachment	Continuous	Increase student awareness of a career in medicine; increase number of applicants and number of students accepted to medical school.	Comparison of application and acceptance rates to medical school
	To assist students in gaining scholarships and grants for undergraduate and graduate schools	S. Canett	Provide letters of recommendation; advertise scholarship/ grants; assist students in preparing applications	See attachment	Continuous	Increase number of students in financial need in ontaining funds	Comparison of number students receiving grants and scholarsh
	Expose students to and assist them in gaining research experience	S. Canett W. Stanley	Workshop with faculty presentations on their research and opportunities for research	See attachment	Fall qtr	Increase number of students participating in research	Comparison of number of students enrolled in research

Unit BIOLOGICAL SCI[illegible]S

Chart #2

Date: October 1, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Retention	Provide students with information about and access to health sciences professional schools; arrange interviews with admission committees members	S. Canett J. Henderson	Series of workshops and individual appointments with recruiters from a variety of health sciences professional schools	See attachment	Continuous	Increase numbers of applicants and acceptances to health sciences schools	Comparison of applicants and acceptances to health sciences schools
	Assist rejected medical school applicants in strengthening their applications	S. Canett C. Eddleman C. Willmann L. Parker B. Bush UCI-CCM	Post-Baccalaureate Program which includes MCAT preparation, study skills, and individualized academic counseling with placement in courses in areas in which the student may have deficiencies	16-18	Yearly	Increase numbers of acceptances to medical school	Comparison of acceptances to medical school
	Assist female SAA bio sci majors in financing their education; develop female student role models	S. Canett Delta Sigma Theta	Lisa E. George Scholarship to which Biological Sciences contributes financially as well as administratively	One	June	Increase financial support to students as well as increase number of female role models in the sciences	Comparison of recruitment and retention rates
	Support and encourage students to participate in campus activities and academic excellence	C. Eddleman S. Canett	Financial support for the Black Awards Banquet primarily by providing tickets to all Black Bio Sci majors	Varies	June	Increase student participation on campus; improved academic success	Comparison of awards given

Unit BIOLOGICAL SCI[illegible]ES

Date: October 1, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measuremen of Outcomes
Outreach	Assist in the preparation of students for UCI admission	S. Canett	Junior/high school site visits in collaboration with EOP	Varies	Continuous	Increased enrollment of UCI students	Comparison of enrollment
	Introduce to and motivate female students to pursue education and careers in the sciences	J. Henderson C. Stanley C. Eddleman C. Willmann A. Anderson M. Banda	Expanding Your Horizons Women in Math and Science which includes a variety of workshops on careers in math and science as well as some experiential workshops in the sciences	200	March/ yearly	Increased number of women in math and science professions	Survey and follow-up of students attending the Conference
	Introduce to and motivate high school students to pursue education and careers in the sciences and health professions	S. Canett Chicanos for Creative Med. Black Students in Science Native Americans for Community Medicine	Annual high school conference in which students attend a variety of workshops	200	Spring/ yearly	Increased enrollment in science majors and graduate programs	Comparison of enrollment figures in both undergraduat majors and graduate programs
	"	S. Canett	Participation in Minority Prehealth Conferences at various college campuses	Range from 50-100	Continuous	"	"

Unit BIOLOGICAL SCI[illegible]S

Chart #2

Date: October 1, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Outreach	Recruit applicants to UCI and the Biological Sciences major	S. Canett EOP staff	Discover UCI Conference which includes presentations by faculty and includes research and academic information	150	Winter/ Yearly	Increase enrollment in Biological Sciences	Comparison of enrollment
	"	S. Canett	Participation both on- and off-campus in academic counseling sessions for transfer students, primarily from community college	Varies	Continuous	Increase enrollment of transfer students in Biological Sciences	"

ATTACHMENT:

The following information may be used in response to Numbers in Targeted Group by Ethnicity on Chart 2, and is reflective of enrollments in Biological Sciences as of 9/24/86:

Latino/Other Spanish-American	92
Black/Afro-American	100
American Indian	13
Chicano/Mexican-American	160
Filipino	147
TOTAL:	512

In addition, 76% of Black and Chicano applicants to medical school were accepted to the entering class of fall, 1985. For that same year, 88% of our Black applicants were accepted and 71% of our Hispanic applicants were accepted.

Chart

Page Page 8
Unit. Biological Sciences
Date: August 27, 1986

1986-87
Schedule of Activities

Program Activities/Events

*Please note that most of our activities are on-going with the following exceptions:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Medical School Orientation.				X			X			X		
2. Success Guidance Workshop			X									
3. Summer Educational Opportunity Program.	X	X										
4. Premedical Summer Programs.							Application Process.		X			
5. Minority Peer Advisor			X	X	X	X	X	X	X	X	X	X
6. Research Opportunity Workshop.			X									
7. Lisa E. George Scholarship												X
8. Contributions to Black Awards Banquet.												X
9. Expanding your Horizons Conference.									X			
10. High School Conference/Health Professions.										X		
11. Discover UCI Conference								X				

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Page 1

Unit BIOLOGICAL SCIENCES

Date October 1, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4		1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
Goal #1 RETENTION OF SAA STUDENTS			x		1	Verbal, unofficial feedback from a variety of sources (faculty, staff, students, off-campus personnel) indicate our programs are well organized, thorough, well attended and diverse.
					2	The addition of resources to collect data on retention and patterns of academic success and failure would allow for more specific targeting of resources and development of programs.
- Objective #1 Provide a positive environment					1	Staff have attended a variety of cross-cultural workshops and training programs, as well as actively participated in organizing such workshops.
					2	A wall mural depicting contributions and participation of all races and cultures in the sciences would make a positive impact on the campus community.
- Objective #2 Exposure to medical education, support systems, and role models			x		1	
					2	Increased involvement with medical faculty, both academic and clinical, would enhance this program, as well as increased undergraduate participation in medical student organizations.
- Objective #3 Prepare students for medical careers				x	1	Our involvement with the medical school staff and faculty is extensive and includes sharing resources as well as information.
					2	Develop similar programs at medical schools in the near vicinity, principally USC, UCLA, and Loma Linda.
- Objective #4 Orient new students to Bio Sci and UCI				x	1	Verbal, unofficial feedback from students in particular indicates this comprehensive program is extremely valuable and helpful.
					2	It would be beneficial to conduct this Orientation for both winter and spring admitted students.
- Objective #5 Orient SAA, Special Action students				x	1	Individual and group presentations as well as social interactions have proven most successful. Feedback from Special Services to us has been very positive.
					2	The addition of resources to collect data on retention and patterns of academic success and failure would allow for more specific targeting of resources and development of programs.
- Objective #6 Support and assist Bio Sci student organizations				x	1	The increase in membership in student organizations as well as the addition of new student organizations is a partial reflection of our efforts in this area.
					2	An increase in minority faculty who could serve as advisors, resource people, as well as role models would greatly enhance these efforts.
- Objective #7 Recruit students to summer premedical program			x		1	
					2	Additional resources to monitor and collect data on participating students. Resources to attend national conferences with medical schools would also increase our knowledge of such programs as well as promote our student Financial support for attending students would also increase participation.

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan [illegible]

BEST COPY AVAILABLE

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Page 2

Unit BIOLOGICAL SCIENCE

Date October 1, 1985

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE OF ASSESSMENT OF PROGRAM EFFECTIVENESS					1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4		
A. Goal # I: RETENTION					1	
					2	
- Objective #[illegible]: Assist students on probation & subject to disqualification				X	1	We are one of the few Schools who provide individual information to Special Services on a quarterly basis. Each letters are personalized with intensive counseling for each student.
					2	We need assistance in collecting data and performing comparative studies.
- Objective #[illegible]: Provide peer role models and attain [illegible] diversity in peer advising				X	1	For the past ten years we have financially supported a yearly Peer Academic Advisor position. Our selection procedures are focused at recruiting and hiring SAA students.
					2	
- Objective #10: Provide medical experience, role models, & understanding of medicine				X	1	With the assistance of Dr. Jose Sandoval, we have an extensive volunteer program at the Community Clinic of Orange Cty. Dr. Sandoval meets with students on an individual and weekly basis in our office.
					2	Additional recruitment of minority faculty and physicians as well as an expanded volunteer program which might include additional clinics and hospitals which predominately serve the minority community.
- Objective #11: Assist students in gaining scholarships & grants				X	1	We provide recommendations for students for a Kaplan scholarship, all of whom receive the scholarship. We established with Delta Sigma sorority the Lisa George Memorial Scholarship.
					2	
- Objective #12: Expose students to and assist them in gaining research experience			X		1	A large number of students participate in research as well as participate in our Excellence in Research program. We also provide a resource booklet listing many research opportunities.
					2	A resource list of minority faculty in the medical school would be beneficial.
- Objective #13: Provide information about health professions as well as interviews				X	1	About a dozen professional schools visit campus yearly and provide workshops as well as individualized appointments. Our acceptance rate to medical school is about 83%.
					2	Increase the number of visiting schools.
- Objective #14: Assist rejected medical school applicants in strengthening applications		X			1	As a first-time project, a wide variety of problems arose which could have been avoided. Students, however, seem to be pleased with the program so far.
					2	A much tighter schedule and attention to detail is imperative and something we are in the process of arranging. Closer communication with various campus offices is also necessary.

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan [illegible]. Also [illegible]

BEST COPY AVAILABLE

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit BIOLOGICAL SCIENCES

Date October 1, [illegible]

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Statement of Your Unit's Goals and Program Objectives*	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal # : RETENTION					1
					2
- Objective #1: Support and encourage students to participate in campus activities			x		1 We provided tickets for all Bio Sci Black students to attend the annual Black Awards Banquet.
					2 Additional funds to assist other students and organizations in the same fashion.
- Objective :					1
					2
- Objective :					1
					2
- Objective :					1
					2
- Objective :					1
					2
- Objective :					1
					2
- Objective :					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit BIOLOGICAL SCIENCES

Date October 1, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
- Goal #1: OUTREACH					1 2
- Objective #1: Assist in preparation of students for admission to UCI			X		1 We visit a large number of high schools in participation with EOP. 2 We need more detailed, complete information on enrolled EOP students.
- Objective #2: Introduce and motivate women toward the sciences				X	1 Of 700 students who participate, 200 represent SAA groups. 2 We need to recruit more minority female presentors/workshop leaders to serve as role models. In addition, we would like to increase the number of students participation. Better evaluation and follow-up is needed.
- Objective #3: Introduce, motivate high school students to pursue higher ed.			X		1 General feedback from participants is very good. 2 We would like to gain more formal, accurate feedback as well as data.
- Objective #4: Recruit applicants to UCI and Bio Sci				X	1 We participate in a large number of outreach programs at both community colleges and high schools and general feedback indicates we are well regarded, with students indicating a desire to attend UCI. 2 We need official, more formal data and feedback.
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please write exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

ENGINEERING

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ENGINEERING

Date: 9/16/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. **Goal #** VI: To assist SAA ndergraduates to develop specific lucational and career goals and formulate plans for reaching these goals.				XXX	1 See chart for Goal V. 2
- Objective #1: ee chart for Goal V.					1 2
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the [illegible]

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ENGINEERING

Date: 9/16/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4		1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. **Goal #**V : To assist SAA ndergraduates in understanding he relationship between the undergraduate urriculum and future career alternatives.				XXX	1	The regularly scheduled CPPC events for Engineering undergraduates, as well as the extensive ECSEL career planning component provide substantial information to SAA undergraduates and will not be changed.
					2	
- Objective #1:) increase the number of SAA ndergraduates utilizing the PPC and other career services				XXX	1	
					2	
- Objective #2:					1	
					2	
- Objective #3:					1	
					2	
- Objective #4:					1	
					2	
- Objective #5:					1	
					2	
- Objective #6:					1	
					2	
- Objective #7:					1	
					2	

***Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.**
They should correspond to your unit's goals and objectives as stated in Volume III of the [illegible]

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ENGINEERING

Date: 9/16/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Statement of Your Unit's Goals and Program Objectives*	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal #IV: To increase SAA undergraduate enrollment in units where an underrepresentation exists.				XXX	1 These efforts will continue to be implemented with no change. 2
- Objective #1: To increase SAA undergraduate enrollment in the Engineering programs.				XXX	1 2
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the [illegible]

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ENGINEERING

Date: 9/16/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Statement of Your Unit's Goals* and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4		1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal #III To enhance the social adjustments of SAA undergraduates to the University.				XXX	1 2	Of these programs, only the "ECSEL Parent Night" proved difficult to implement. As stated in the attached evaluation, the parent night will be offered in January, 1987.
- Objective #1: To increase the positive attitudes of SAA towards the Engineering program and the University.				XXX	1 2	These programs, as well as ECSEL, seem to be increasing both the positive attitudes and success rates of SAA undergraduates in Engineering.
- Objective #2:					1 2	
- Objective #3:					1 2	
- Objective #4:					1 2	
- Objective #5:					1 2	
- Objective #6:					1 2	
- Objective #7:					1 2	

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.
They should correspond to your unit's goals and objectives as stated in Volume III of the

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ENGINEERING

Date: 9/16/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Statement of Your Unit's Goals and Program Objectives*	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # I: To retain SAA undergraduates as academically eligible to the following year.			XXX		1 See attached SAA Program Evaluation for details.
					2
- Objective #1: Corresponds with the information for Goal I.					1
					2
- Objective #2:					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.
They should correspond to your unit's goals and objectives as stated in Volume III of the

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ENGINEERING

Date: 9/16/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

tatement of Your Unit's oals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
. **Goal #** I: To increase SAA ndergraduate student's uccess			XXX		1 Most of the programs addressing this objective have been successfully implemented. However, improvements
					2 have been planned for 86/87 in the tutoring and correspondence programs. See attached program evaluation.
- Objective #1: To increase he academic success of SAA ndergraduates, allowing them o continue their academic program.					1 Same as above.
					2
- Objective #2:					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Pl [illegible]

Unit ENGINEERING

Date: 9/16/86

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
A. To increase SAA students' success.	To increase the academic success of the SAA population, allowing them to continue their Engineering program.	Engineering Minority Student Affairs Coordinator	Identify Engr. SAA files To assist in identifying the SAA population, all student files will be discretely marked by a small colored dot.	BL = 8 CH = 46 LA = 16 NA = 4 FL = 28	Entering quarter.	Facilitate the staff in continuing to provide the additional special attention towards delivery of on-campus services available to SAA.	None
	Increase SAA student involvement with the Engineering Undergraduate Student Affairs Office (Engineering UGSA)	Engineering Minority Student Affairs Coordinator	Provide a yearly SAA student survey regarding SAA programs and activities. Use the responses to improve the existing SAA programs.	same	Spring Quarter each year.	Increased involvement of SAA students in SAA program activities and with academic counselors.	Not yet determined
	Increase the SAA total confidence level regarding the Engineering UGSA and academic counseling in general.	same	Attempt to fill one of the two Engineering Peer Academic Advisor positions with an SAA undergraduate.	same	Yearly	Increased interaction with Peer Academic Advisors and Academic Counselors.	None.

*** BL = Black LA = Latino FL = Flipino
CH = Chicano NA = Native American

Unit ENGINEERING

Chart #2

Date: 9/16/86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
B. To retain SAA students as eligible to the following year.	To increase the academic success of the SAA population, allowing them to continue their Engineering program.	Engineering Minority Student Affairs Coordinator	Personalized Counseling for SEOP participants To facilitate a better relationship between SEOP SAA students and the Engineering UGSA.	changes yearly	during SEOP	Increased SEOP SAA student/counselor interaction.	None.
		same	Engineering Honor Societies to provide tutoring to Engineering students at no cost.		Full academic year.	Increased Engineering student interaction and an increase in SAA GPA.	None
			Both Tau Beta Pi and Eta Kappa Nu student societies will sponsor 10 hours of tutoring per week, except during finals week. Special invitations will be issued to ECSEL, MAES, and NSBE.	Engr SAA pop			
		ECSEL Program Director, input by Engineering Minority Student Affairs Coordinator	ECSEL Student Retention Program. Assistance with matriculation through academic and social support programs.	Engr SAA pop.	Full academic year.	Increase in the academic success of SAA population, leading to an increase in retention and graduation rates.	Program Director's evaluation.

Unit ENGINEERING

Chart #2

Date: 9/16/86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
B. cont	Increased interaction of SAA and UGSA and Academic Counselors.	Engineering Minority Student Affairs Coordinator	Increased correspondence to SAA. Most student correspondence focuses on academic standing. More SAA students receive negative (probation, or disqualification) letters than positive (Dean's List). To increase positive student/counselor interaction, a personalized supportive letter will be sent to all SAA undergraduates after every quarter.	SAA pop	Full year	Increased SAA/counselor interaction, due to improved interpersonal relations. Also, all students on academic probation or academic contract are now required to see an Academic Counselor.	none
		Academic Counselors	Encourage SAA Engr/Unaffiliated As outlined in the attached program evaluation, there will be some changes in the counseling of students interested in EE. Counseling encouragement for Engr/Unaffiliated will continue.	SAA Engr/Unaffiliated	As requested	Increased awareness in change-of-major procedures and requirements, resulting in an increase in the number of successful SAA change of majors.	

Unit ENGINEERING

Chart #2

Date: 9/16/86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
C. To enhance the social adjustment of SAA students to the University.	Increase the positive attitudes of SAA students and their parents towards the School of Engineering and the University.	Engineering Minority Student Affairs Coordinator.	ECSEL Parent Night Parent night is planned for January 1987. It is designed to explain the goals and programs of the University and to introduce the parents to the ECSEL program.	parents of ECSEL participants.	January	Many SAA parents fear or disapprove of the changes their students undergo during the first year at UCI. Parent Night is to alleviate this and assist the parents in understanding the "UCI Experience" through presentations and slide shows.	none
	Increase SAA participation in the ECSEL program and Engr. student activities.	ECSEL Program Director	ECSEL Welcome Program An orientation/introduction for all new and continuing SAA to hear about the ECSEL opportunities and program structure. Also includes social interaction.	All SAA technical majors	"O-Week"	Increased interest and enrollment in ECSEL.	none
	Increased incentive to succeed in Engineering.	Engineering Minority Student Affairs Coordinator and Financial Aid Scholarship Coordinator	National Action Council for Minorities in Engr. Incentive Grants Program (NACME) NACME provides monies for distribution to new Black, Chicano/Latino, and Native American freshman and sophomore engineers.	Black, Chicano, Latino, and Native American engineers.	Award made Fall, Winter and Spring.	NACME requires program participants to maintain a 2.5 GPA. This will require an increased effort by many SAA resulting in increased retention. For those already motivated, it will be a reward.	none

Unit ENGINEERING

Date: 9/16/86

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
C. cont.	Increase the participation of SAA in Engineering Minority student organizations.	Engineering Minority Student Affairs Coordinator	Work with the SAA Engr. student organizations. By attending periodic meetings of the National Society of Black Engrs. and the Mexican/American Engineering Society, SAA/ counselor interaction will be strengthened. Also, it will help the organizations' programs.	Club membership	At least once per quarter.	By increasing the non-academic SAA/ counselor interaction, academic interaction will be stimulated. The SAA club members will become more familiar with the UGSA goals for SAA programs.	none
D. To increase SAA enrollment in units where an underrepresentation exists.	To increase SAA enrollment in Engineering programs.	Academic Counselors	Outreach for SAA Academic Counselors will visit high schools and community colleges in conjunction with the Educational Opportunity Program/Student Affirmative Action and Office of Relations with Schools Outreach programs. They will concentrate their efforts on recruiting SAA students.	unknown	Throughout academic year.	Increase in the number of SAA applicants to the Engineering programs.	none

Unit ENGINEERING

Chart #2

Date: 9/16/86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
D. cont	To learn more of programs and methods successful in increasing enrollment and retention of SAA.	Academic Counselors	Attend SAA Conferences Counselors will ask for support to attend SAA conferences and professional organization programs.	NA	When possible	Increase in ideas for SAA programs.	None
	Increase SAA enrollment in Engineering programs,	Engineering Minority Student Affairs Coordinator	Recruit SAA denied admittance into UCI and/or the School of Engineering. During the summer and Fall quarter, letters of encouragement inviting students to a counseling appointment will be sent to all SAA denied engr at UCI.	NA	Summer & Fall	By careful academic program planning and demonstrated success, these students could transfer into Engineering at UCI.	None
	same	same	Invite prospective SAA students to attend the Engineering visitation program. Work with EOP/SAA and ORSC to invite SAA. Provide follow-up meetings and personalized program planning.	NA	Fall	By special invitation, SAA participation would be increased, potentially increasing enrollment at UCI.	None

Unit ENGINEERING

Chart #2

Date: 9/16/86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
D. cont	same	same	Send Engineering SAA new admits personal welcome letters from the Dean and ECSEL Program Director. A personal, individually typed letter will be sent in place of the mass produced Dean's Welcome Letter. Also offer personalized counseling in addition to the mandatory freshman and transfer orientations.	NA	Summer	By personal welcome/invitation enrollment should increase. By showing definite interest in the student's enrollment, those hesitating about UCI may be positively influenced.	none
E. To assist SAA in understanding the relationship between the undergraduate curriculum and future career alternatives	Increase the number of SAA using the CPPC and other career resources.	Career Planning & Placement Center (CPPC) Engineering Counselor	Resume Writing Workshop As in previous years, the CPPC will provide resume instruction to all Engineering students. SAA student organizations and ECSEL will receive special invitations.	NA	Academic Year	Through increased information of events, SAA participation should also increase.	None

Chart #2

Unit ____________

Date: ____________

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
E & F. To assist SAA to develop specific educational and career goals and to formulate plans for reaching those goals.	To increase the number of SAA Engineering undergraduates using the CPPC and other career resources.	Engineering CPPC Career Counselor	ENGINEERING/ICS CAREER FAIR A career fair will be presented in October of each year, available to all ICS & Engineering undergraduates. SAA organizations will be sent special invitations.	NA	Once	Increased desire to explore future plans through the CPPC. Increased drive to succeed in Engineering undergraduate courses.	None

Chart #3

Page

Unit. Engineering

Date: 9/16/86

1986-87
Schedule of Activities

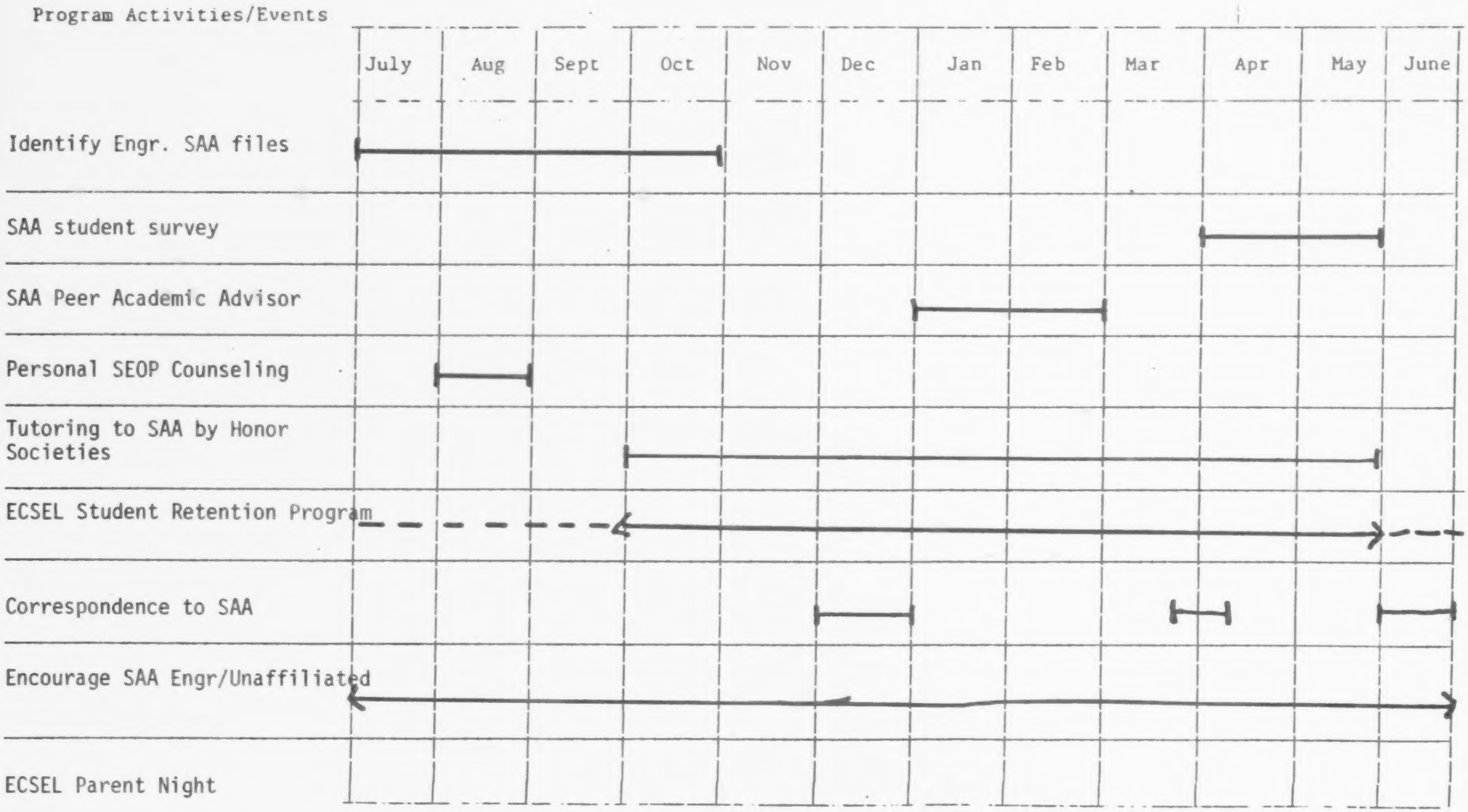


Chart #

Page

Unit: ENGINEERING

Date: 9/16/86

1986-87
Schedule of Activities

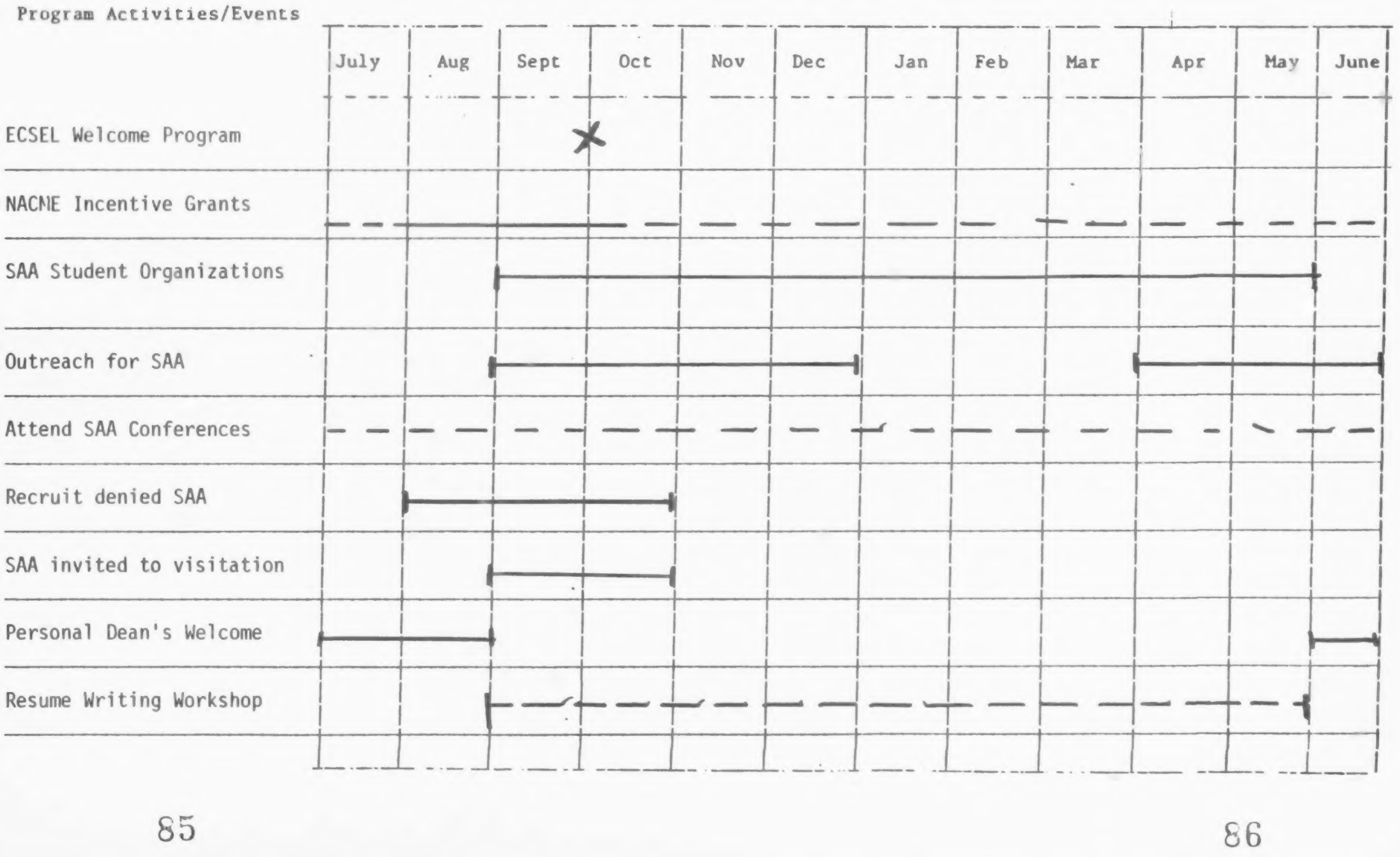


Chart #3

Page
Unit. ENGINEERING
Date: 9/16/86

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Engineering/ICS Career Fair				X				X				

*

- - - - - - - - - -

Broken line indicates continuing intermittent activity.

SCHOOL OF FINE ARTS

Page 1 of 2
Unit: School of Fine Arts
Date:

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Create a Peer Mentor Program	To ease student entrance into the School of Fine Arts.	Academic Counselors	Peer Mentor to meet with students and serve as big brother/ big sister.	Incoming SAA	Year round	Academic and social growth	Number of participants and retention.
Establish Artists in Training Program	To increase student enrollment.	Chief Academic Advisor, Keith Fowler	Fine Arts Student Artists to visit target schools.	SAA	Depending on funds	Increased enrollments	Number of target schools contacted.
Improve retention	To facilitate student integra- into school.	Keith Fowler	Entrance Interviews	Incoming SAA	Each Quarter	Retention and increased enrollment.	Number of particpants and retention.
Monitor class enrollment	Retention	Counselors & Keith Fowler	Students will be required to have Dean's signature after 2nd week of classes which will target them for course exit interviews.	all students	all year	Gathering information concerning student reasons for dropping	Final Statistics
Monitor withdrawls from schoo	Retention & Info. gathering	Keith Fowler & Counselors	To interview students upon withdrawal from school.	all students	all years	Gathering information concerning student reasons for dropping	Final Statistics
Invite SAA students to Campus	Recruitment	Keith Fowler with Outreach Program	To increase enrollments as a result of invitational programs	SAA		Increased enrollments	

Page 2 Of 2

Unit: ~~School of Fine Arts~~

Date:

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Congratulatory letters	Student Recognition	Academic Counselor	In addition to regular honors and awards, special letters of congratulations	SAA Students	Every Quarter	Acknowledgement of student efforts	Not measurable
Interface with SEOP	Retention	Academic Counselors	Participation in summer programs - Counseling	SEOP	Summer	Retention	Final statistics
Counselor Participation in workshops & Conferences	To obtain information and improve counseling	Academic Counselors	Attendance at workshops and conferences	Counselors	As Scheduled	Improved counseling for students	Not measurable
Counselor Outreach	To visit target Schools with EOP Representatives	SAA target Schools	Visit schools, counsel and give information for recruitment	SAA	AS Scheduled	Increased SAA Enrollments	Final statistics

Chart #3

Page 1

Unit: School of Fine Arts

Date: 7/29/85

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
✓ Peer Mentor Program	All	Year										
✓ Artists in Training	Time line depends on funding.											
SEOP	XX	XXX	XXX									
Congratulatory Letters	At the end of each quarter											
Counselor Outreach			XXX	XXX	XXX	Throughout the year as scheduled with Relations with Schools						
Success Guidance Workshop			XXXX									
Entrance Interviews			XXXX									
Exit Interviews as needed												
Invitational Events Events			XXX	XX	XXX			XXX	XXX	XXX	XXX	
Counselor Participation in Workshops and Conferences		AS SCHEDULED										
Congratulatory Letters at the end of each quarter						XXX			XXXX			XXX

Chart #1

Page 1 of 2

Unit: School of Fine Arts

Date:

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Entrance Interviews	To increase SAA enrollment and retention where under-representation exists.	SAA Students	37 students were scheduled for appointments; only four responded to the interview.	Partially	Yes, with timing improvements to increase responses.	Yes
Exit Interviews (From courses)	Retention	All students	Difficult to enforce	Partially met	Yes	Yes
Exit Interviews (from school)	Retention	All students	Difficult to enforce	Partially met	yes	yes
Congratulatory Letters	To recognize student accomplishments	SAA and other students	N/A	Yes	Yes	Yes
Recruitment Invitational Events	Invited potential SAA student to sample school events	Potential SAA Students	All events were available to the Outreach Program.	Partially	yes	Does not apply to all schools or programs.
Artists in Training	To have student artists visit target schools.	SAA target schools	Program not yet funded.	no	It will be initiated to the extent that funding is received.	Yes, in adapted form

Chart #1

Page 1 of 2

Unit: School of Fine Arts

Date:

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Entrance Interviews	To increase SAA enrollment and retention where under-representation exists.	SAA Students	37 students were scheduled for appointments; only four responded to the interview.	Partially	Yes, with timing improvements to increase responses.	Yes
Exit Interviews (From courses)	Retention	All students	Difficult to enforce	Partially met	Yes	Yes
Exit Interviews (From school)	Retention	All students	Difficult to enforce	Partially met	yes	yes
Congratulatory Letters	To recognize student accomplishments	SAA and other students	N/A	Yes	Yes	Yes
Recruitment Invitational Events	Invited potential SAA student to sample school events	Potential SAA Students	All events were available to the Outreach Program.	Partially	yes	Does not apply to all schools or programs.
Artists in Training	To have student artists visit target schools.	SAA target schools	Program not yet funded.	no	It will be initiated to the extent that funding is received.	Yes, in adapted form

ASSESSMENT SHEET FOR 1984-85 SAA ACTIVITIES

Program Activity	Program Objectives	Target Group	What were the Anticipated and Unanticipated Outcomes?	Were Program Objectives met?	Will This Activity be continued for 1985-86?	Is this Activity Worthy of Campus Wide Replication?
Collaboration with SEOP	To introduce students to the School of Fine Arts	SEOP Students	N/A	Yes	Yes	Yes
Counselor Participation in Workshop/Conferences.	To obtain information	Counselors working with SAA students	Excellent information obtained and passed on to students	Yes	Yes	Yes
Counselor Outreach	To target Schools with EOP representatives	SAA target Schools	Increased enrollment of these groups	Yes	Yes	Yes

Ch

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Unit: ____________

Date: ____________

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal # :					1
					2
- Objective #1:					1
					2
- Objective #2:					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.

Cha

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: School of Fine Arts

Date: September 1, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
1. Goal # : Monitor Class Enrollment					1 Unable to monitor due to workload and lack of staff
					2 Need to establish system that is efficient for monitoring
- Objective #1:					1
					2
- Objective #2:					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than

Cha

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Unit: School of Fine Arts
Date: September 1, 1986

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : Monitor Withdrawls					1 Statistics not compiled .
					2 Need efficient system for monitoring.
- Objective #1:					1
					2
- Objective #2:					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Unit: School of Fine Arts

Date: September 1, 1986

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal # : Create a Peer Mentor Program			X		1 No formal assessment 2 More funding for staff support to monitor
- Objective #1:					1 Based on student comments and reaction 2
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2

Page 1 of 2

Unit: School of Fine Arts

Date:

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Peer Mentor Program	To ease student entrance into the School of Fine Arts.	Academic Counselors	Peer Mentor to meet with students and serve as big brother/ big sister.	Incoming SAA	Year round	Academic and social growth	Number of participants and retention.
Artists in Training Program	To increase student enrollment.	Chief Academic Advisor, Keith Fowler	Fine Arts Student Artists to visit target schools.	SAA	Depending on funds	Increased enrollments	Number of target schools contacted.
Improve retention	To facilitate student integra- into school.	Keith Fowler	Entrance Interviews	Incoming SAA	Each Quarter	Retention and increased enrollment.	Number of particpants and retention.
Monitor class enrollment	Retention	Counselors & Keith Fowler	Students will be required to have Dean's signature after 2nd week of classes which will target them for course exit interviews.	all students	all year	Gathering information concerning student reasons for dropping	Final Statistics
Monitor withdrawls from schoo	Retention & Info. gathering	Keith Fowler & Counselors	To interview students upon withdrawal from school.	all students	all years	Gathering information concerning student reasons for dropping	Final Statistics
Invite SAA students to Campus	Recruitment	Keith Fowler with Outreach Program	To increase enrollments as a result of invitational programs	SAA		Increased enrollments	

Page Of 2

Unit: ~~School of Fine Arts~~

Date:

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

Unit's ogram ectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
lent ognition	Academic Counselor	In addition to regular honors and awards, special letters of congratulations	SAA Students	Every Quarter	Acknowledgement of student efforts	Not measurable
ention	Academic Counselors	Participation in summer programs - Counseling	SEOP	Summer	Retention	Final statistics
obtain ormation improve nseling	Academic Counselors	Attendance at workshops and conferences	Counselors	As Scheduled	Improved counseling for students	Not measurable
sit target ls with epresentatives	SAA target Schools	Visit schools, counsel and give information for recruitment	SAA	AS Scheduled	Increased SAA Enrollments	Final statistics

Chart #4

Unit Worksheet

UNIT RATING OF SAA GOALS FOR 1986-87

Unit: ______________

Date: ______________

Scale: 5 = Strongly Agree
4 = Agree
3 = Neutral
2 = Disagree
1 = Strongly Disagree

	Goal #1 Rating	Goal #2 Rating	Goal #3 Rating	Goal #4 Rating	Goal #5 Rating
1. The goal statement is clear.					
2. There will be resources available to accomplish this goal.					
3. There is time to accomplish this goal.					
4. Attainment of this goal is worthwhile.					
5. It is possible to attain this goal.					
6. The statement of goal is measurable.					
7. The unit is enthusiastic about the goal.					
8. Total					

Please Note: This chart is designed for your unit's own internal planning purposes.

Chart #3

Page 1
Unit: School of Fine ARTs
Date: September 1, 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Peer Mentor Program	All year											
Artists in Training	Time line depends on funding.											
SEOP	XXX	XXX	XXX									
Congratulatory Letters	At the end of each quarter											
Counselor Outreach			XXX	XXX	XXX	and throughout the year as scheduled with Relations wi Schools						
Success Guidance Workshop			XXXX									
Entrance Interviews as needed			XXXX									
Exit Interview as needed												
Invitational Events			XXXX	XXX	XXX			XXX	XXX	XXX	XXX	
Counselor Participation in Workshops and Conferences		AS SCHEDULED										

HUMANITIES

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: SCHOOL OF HUMANITIES

Date: September 16, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
1. Goal # : RETENTION		X			1 Our activities are just adequate at the moment. We are relying on SAA alumni feedback and the formulation of
					2 a committee of same + current students + staff to brainstorm the matter and make suggestions for improvement.
- Objective #1: Excellent academic advising		X			1 Needs improving; one problem is that we still don't know who our SAA students are until school begins
					2 We need to more carefully match up faculty advisors and students. Need SAA students identified earlier.
- Objective #2: Integrate Hum SAA students into School		X			1 Still not enough SAA students on Humanities Council or other student organizations (except Spanish Dept.)
					2 More intensive outreach to SAA students by individual dept'l student organizations
- Objective #3: Increase academic success of Hum SAAs		X			1 Letters of congratulations are sent out each quarter; difficult to measure impact
					2 We just need to carry on this activity each quarter
- Objective #4: Increase career planning information to SAAs			X		1 Last year 16% of the students who attended our annual Alumni Career Night were SAAs.
					2 Increase career planning programs in general for all Hum students & invite SAA students to these programs.
- Objective #5: Work experience in major field		X			1 Not many internships seem to become available for SAA students majoring in Humanities
					2 Perhaps our Career Planning & Placement representative could concentrate on Hum SAA internships
- Objective #6: Sensitize Hum Peer Advisors to Hum SAA students		X			1 One peer advisor attended the workshop; the other did not.
					2 Send peer advisors to more workshops offered on campus dealing with the culturally different
- Objective #7: Ask Hum SAA grads. to evaluate their UCI Hum experience	X				1 No response to first questionnaire
					2 Revised letter & questionnaire being resent; no results as yet

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: SCHOOL OF HUMANITIES

Date: September 16, 1986

Page 2

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4		1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : RETENTION (Cont'd)					1	
					2	
- Objective #1: Discover why Hum SAA students leave Humanities or UCI (exit interviews)	X				1	Not carried out; slipped by the wayside
					2	Formulate a procedure to carry out such interviews (i.e. questionnaires, face to face interviews, etc.)
- Objective #2: Place SEOP SAAs into proper courses		X			1	They still seem to take the advice of other students rather than that given by counselors
					2	Meet with them on a one-to-one basis rather than in a group
- Objective #3: Provide Hum SAAs with alumni role models	X				1	No SAA graduates have participated in our alumni career night programs
					2	Intensify research of alumni to locate and specifically invite SAA grads to programs; Alumni Affairs can help
- Objective #4: Refer Hum SAAs to Spec. Svcs. Mini-Workshop on grad. schools		X			1	No measure of who attended and who did not
					2	Request participants' names; measure success; continue or increase efforts to recruit students to program
- Objective #5:					1	
					2	
- Objective #6:					1	
					2	
- Objective #7:					1	
					2	

-70-

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals

Unit SCHOOL OF HUMANITIES

Chart #2

Date: September 16, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Recruitment	Increase the number of SAA students enrolling at UCI	Dayle Nunez Cathy Smith	Faculty and counselors to participate in SAA outreach programs and general programs such as Junior Day, etc.	unknown	Throughout year as activities are scheduled	Educate potential Hum SAA students and demystify the Univ experience	Enrollment statistics
Retention	Involve Humanities SAA alumni in retention efforts	Dayle Nunez Cathy Smith	Form a commitee of SAA alumni, current SAA students, and Dean's Office staff to suggest changes in our SAA retention efforts	Figures for 86-87 not yet available	1986-87	Revised retention objectives and activities	No.of SAAs continuing each year & no. graduating
	Excellent advising	Dayle Nunez Cathy Smith	Assign all Hum SAA students to special faculty advisors		Fall Qtr primarily	Better relationship between students & advisors; enrollment in proper crses	Check academic planning guides Question SAAs re their advising experiences.
	Integrate Hum SAAs into student organizations in Humanities	Dayle Nunez Cathy Smith	Invite Hum SAA students to join Hum Council & other student groups in Humanities		Fall Qtr	Involve SAA students in School activities	Membership lists; program participation
	Recognize academic excellence of Hum SAA students	Dayle Nunez Cathy Smith	Send letters of congratulations to Dean's Honor List SAA students		Quarterly	Increase academic self-esteem in gd. SAA students.	Review transcripts

Chart #2

Unit SCHOOL OF HUMANITIES

Date: September 16, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Retention (cont'd)	Provide career planning information to Hum SAA students	Cathy Smith Dayle Nunez Jan McLees	Invite Hum SAA students to all career programs for Humanities majors		W'87 & Sp'87	Encourage career planning; increase utilization of Career Planning & Placement	Measure attendance at each event
	Collect variety of data on Humanities SAA students	Dayle Nunez Cathy Smith	Computer analysis of Hum SAA population to determine retention, academic success, nos. of each target group, etc.		1986-87	Identify particular problem areas; determine how well SAAs compare to other Hum majors; graduation rate, etc.	Data printouts & analysis
	Work experience in major field	Dayle Nunez Cathy Smith	Inform Hum SAA students of internships which become available		1986-87	Practical experience while still in school; some fin. assistance	Questionnaires
	Retain SAA freshmen to sophomore year	Dayle Nunez Cathy Smith	Check backgrounds of SAA students carefully to see if Hum Core Course should be delayed a year		Summer 86 (probably too late)	Encourage freshmen to continue by easing them into Hum via other crses	Review transcripts
	Increase Hum SAA students' academic counseling	Dayle Nunez Cathy Smith	Invite eligible Hum SAA students to apply for positions such as Peer Academic Advisor, SPOP advisor, etc.		W'87	Good role models for other SAAs; increase students' own sense of acad. involvement in School.	Nos. of applications for positions; nos. selected for positions.

Unit SCHOOL OF HUMANITIES

Chart #2

Date: September 16, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Rentention (cont'd)	Place SEOP SAA Hum students in proper courses	Dayle Nunez Cathy Smith Carol Thompson	Provide academic counseling for all Hum SEOP SAA students on a one-to-one basis		Smr 87	Proper enrollment in courses; more positive attitude towards counseling	Review study lists and transcripts
	Sensitive counseling staff and peer advisors to SAA students and their concerns	Dayle Nunez Cathy Smith Peer Advisrs	Require Humanities Peer Advisors to attend workshops on counseling the culturally different		As workshops become available	Increase peer advisors sensitivity to SAA student concerns and thus increase SAAs use of peer advisors	SAA traffic measurement

Chart #3

Page 1
Unit. HUMANITIES
Date: September 16, 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Organize committee to review Hum SAA efforts												
Participate in general & specific outreach efforts	--Throughout academic year as activities are scheduled--											
Assign specific advisors			X									
Invite SAAs to join Hum student groups			X									
Send letters of congrats	X						X			X		
Invite SAAs to career programs								X	(possibly one other)			
Collect data on SAAs	--Throughout the entire year--											
Inform SAAs of internships			Throughout academic year as notices are received--									
Advise frosh re Core Course	X	X	X									
Invite SAAs to apply for Peer Advisor, SPOP, etc.								X				
Counsel SEOP SAAs		X	X									
Hum counseling staff to attend workshops			Whenever scheduled throughout academic year--									

INFORMATION & COMPUTER SCIENCE

124

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ICS

Date: 8-19-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS

1 Why did you give this specific SAA goal or objective of your unit the rating you did?

2 What modifications, if any, do you think are necessary to improve program effectiveness?

*Statement of Your Unit's Goals and Program Objectives	1	2	3	4	
I. Goal # 1: Outreach Increase SAA enrollment in UC & other 4 year inst.				x	① Based on feedback from participants our programs for prospective students have been well-organized and informative. 2
- Objective #1: Increase the number of high school and community				x	1 ② No modifications seem necessary at this time.
[redacted] college SAA students who elect to continue their					1 2
[redacted] higher education and UCI, UC or ther universities					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit ICS

Date 8-19-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal #2 : Data Collection ICS rates of academic success, retention, graduation		x			① It's hard to give a rating to compiling statistics. Since records from past years 2 are incomplete, the comparative data is not as good as we would like it. Still, the
- Objective #1: Collection of baseline data for ICS on:		x			1 figures we have are informative; specific comments about such things as retention 2 rates are covered in those areas
[redacted]: —retention rates —graduation rates					1 ② As we begin to collect the same data from year to year our information base will
[redacted]: —performance of SAA ICS students vs. ICS population					1 improve. We may have a chance next year to dig up some of the relevant data 2 about past years.
[redacted]: —participation in ECSEL —where ICS SAA students					1 2
- Objective #5: go after graduation					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit ICS

Date 8-19-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. **Goal #** 3: Retention Increase SAA students' academic success, sense of				x	(1) Because of the quality of the academic advising personnel in ICS and their commitment 2 to providing good academic counseling, SAA students have been provided with assistance
- [redacted]: academic responsibility, retention to the following					1 in all areas related to academic success. This is particularly true in the case of 2 new student orientation and work with students in academic difficulty. We have also
- [redacted]: year, social adjustment, and impact minority enrollment and retention in ICS where					1 worked extensively with ECSEL in the last year--assisting the director and the student 2 coordinators, attending sessions, procuring faculty speakers, working with the students--
- [redacted]: some underrepresentation exists.					1 in addition to providing financial support and space in our trailers. The only 2 figure available currently based on our records shows that we had a 92% retention rate
- [redacted]:					1 of ICS SAA majors from 84-85 to 85-86. This is an indication of the success of our 2 retention efforts.
- Objective~~#3~~ #1 Retention of SAA students in ICS				x	1 (2) We will continue the advising and orientation efforts of the past. We will continue
- Objective #6:					1 to support ECSEL and participate, when asked, in its activities; we intend to work 2 closely with the Director over the next year to see what additional things we might
- Objective #7:					1 do to improve the program. 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit ICS

Date 8-19-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal #4 : Post-BA Goals Assist formulation of educational and career goals			x		① We have noticed an increase in the number of SAA students who ask questions about career goals, utilize Career Planning and Placement, and express an interest in going on to graduate school. It is from feedback such as this as well as individual interactions with students that we believe SAA students are finding the assistance they need with regard to post-baccalaureate planning. 2
- Objective #1: Increase awareness of relation between ICS curriculum & careers and grad school			x		1 2
- Objective #2: Encourage SAA students to go to grad school			x		1 2
- Objective #3: Increase SAA student utilization of Career Planning and Placement			x		② We will continue the efforts of this year. 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit ICS
Date 8-19-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4
1. Goal #5 : Social Adjustment Enhance SAA students' sodial adjustment to UCI		x		
- Objective #1: Improve SAA students' adjustment to UCI in non-academic areas		x		
- Objective #2: Increase awareness of and opportunities to partcipate in Univ and Dept activities			x	
- Objective #3:				
- Objective #4:				
- Objective #5:				
- Objective #6:				
- Objective #7:				

1 Why did you give this specific SAA goal or objective of your unit the rating you did?
2 What modifications, if any, do you think are necessary to improve program effectiveness?

① This is harder to evaluate. We recognize the importance of this area in the retention of SAA students and encourage them in our interactions with them to become involved in campus life. However, we don't always know if they do become involved, if they enjoy being at UCI, or if there are problems in this area. Our indications are that our efforts in this area are successful. We certainly do not lack for SAA applications for peer advisor, tutors and graders, and for SAA student participation in Departmental activities, and in all of these areas we noted an increase in SAA student participation over the last academic year.

② We will continue our efforts and work with ECSEL on activities that will promote this goal as well.

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Unit ICS

Date: 8-19-86

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II.D.2 & III.A	Increase the number of high school and community college SAA students who elect to continue their higher education at UCI or other universities	Schnaubelt, M	Provide faculty and counselors to UCI functions such as Junior Day. Special activities for SAA students hosted by the campus will be supported.	Prospective students and their families	Throughout year as events occur	Presentation of the ICS program; better understanding of the preparation needed for the major and what is expected of students here	Feedback from students and other UCI offices. Campus enrollment statistics.
IV.A, C, F V.A, C, G VI.A, C, G VII.A, C, G VIII.A, B, E, H	Continuation of collection of data for ICS	Schnaubelt, M.	Collect data on: —retention rates —graduation rates —performance of SAA students in relation to the ICS major population as a whole —participation in ECSEL —where SAA students in ICS go after graduation	SAA ICS majors	Quarterly and yearly as appropriate	Determine how SAA students in ICS compare to the ICS major population as a whole. Identify areas/groups for improvement and intervention. Ability to measure progress and change in the future.	Collection and analysis of statistics on SAA ICS majors.
IV-VIII, all	Retention of SAA students in ICS	Schnaubelt, M. Lev, E.	Participation in advising and orientation activities for SAA students—SEOP, Orientation week, etc. Monitoring and counseling of SAA students in academic difficulty	SAA ICS majors; unaffil. SAA assigned to ICS; prospective SAA ICS	Throughout year	Increased understanding of the ICS program and expectations for students in it. Improved academic performance of SAA students, with greater retention and matriculation.	Feedback from students, ECSEL participants. Student performance overall an in ICS courses. Progress/performance/graduatio statistics. Participation rates in and inf mation on assistance provide by ECSEL.

Unit ICS

Date: 8-19-86

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
			Counseling of students having difficulty in major or unaffiliated assigned to ICS to identify interests and capabilities and ease transition into appropriate major.			Earlier identification and assistance to students who should choose a major other than ICS.	
			ICS support for ECSEL: Provide space; encourage junior/senior SAA students to be tutors and otherwise involved; provide faculty and counselor guidance to ECSEL students				
V.E, all VI.E, all VII.D, all VIII.D & E, all	Increase awareness of relationship between ICS courses and careers and graduate school Encourage SAA students to go to graduate school. Increase SAA student utilization of Career Planning and Placement	Lev, E.	Participation of Career Planning and Placement in new student orientation session fall quarter. Encourage SAA student use of SIGI, participation in ICS Career Day/Job Fair, inclusion of resume in resume book, and utilization of Career Planning & Placement for resume writing, interviewing skills, finding employment and applying to graduate school.	ICS SAA students	Throughout year	Increase in utilization of Career Planning & Placement. Better understanding of post-graduate alternatives and paths to them. More SAA students applying to graduate school.	Feedback from students and Career Planning & Placement. More students choosing graduate school as reported in their post-graduation surveys.

Unit ICS

Chart #2

Date: 8-19-86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
			Explanation in counseling sessions of graduate school and work as post-baccalaureate choices, coursework important to employers or that is good preparation for graduate school, and related services offered by Career Planning & Placement. ECSEL program: provide exposure of participants to job opportunities in ICS/Engineering fields.				
IV, V, VI, D VII.E VIII.F	Increase opportunities to participate in University and Departmental activities. Improve students adjustment to UCI in non-academic areas.	Schnaubelt, M. Lev, E.	Encourage students to apply for positions such as Peer Advisor, SPOP advisor, etc. and become involved as ICS tutors and graders, in research projects and in UCI social activities.	SAA ICS students	Throughout year	Increase out-of-class participation with positive effect on students' own academic and social experiences. Increase availability of role models and informal peer counselors for ICS SAA students.	Increase in application and/or selection of SAA students for Peer Advisors, tutors and graders, etc. Feedback from students on participation in UCI activities and on informal SAA student netw

Chart #3

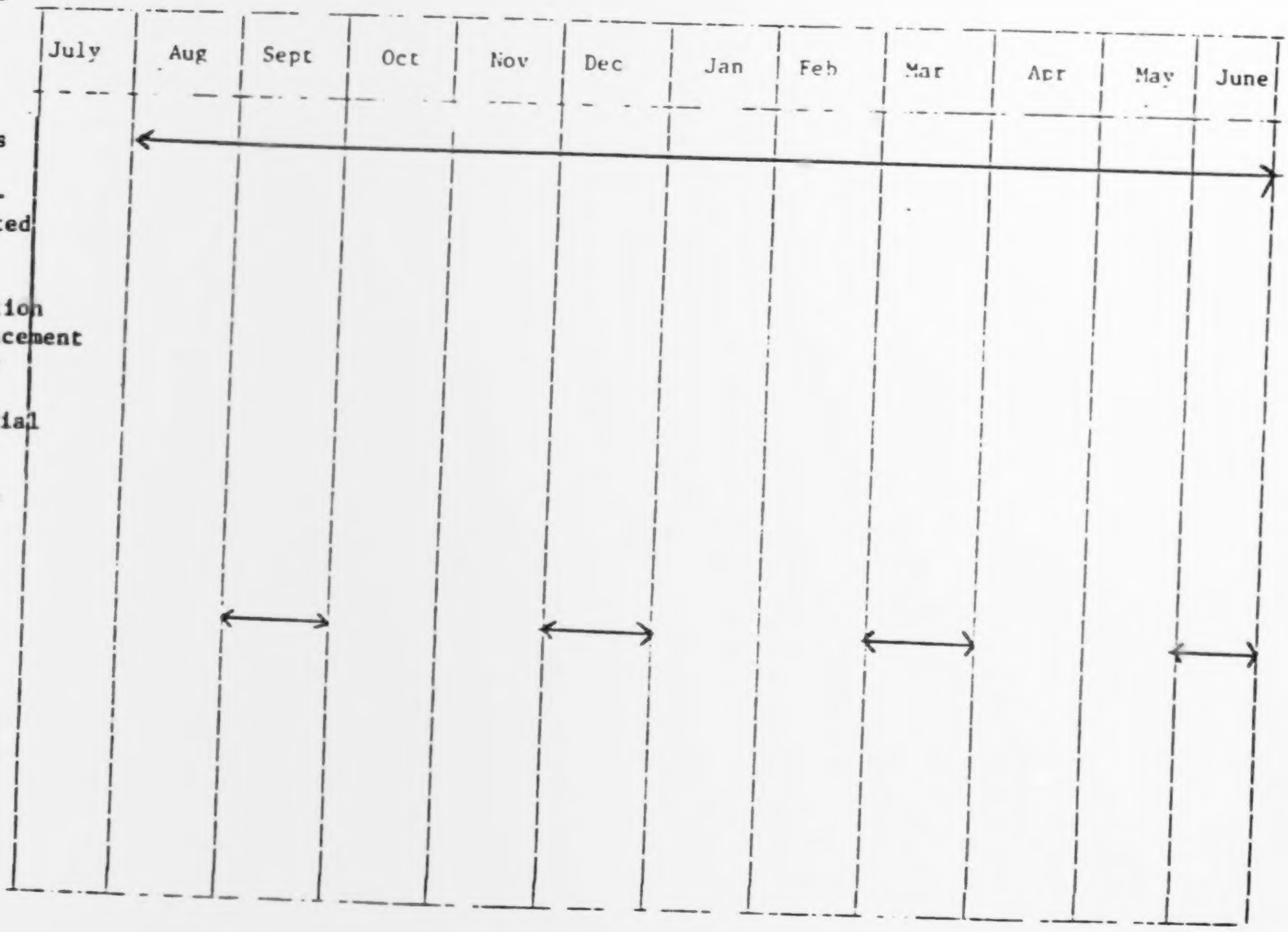
Page 1
Unit. ICS Department
Date: 8-19-86

1986-87
Schedule of Activities

Program Activities/Events

Prospective student events such as Junior Day
Orientation and advising--all counseling and related activities
ECSEL Program
Encourage student utilization of Career Planning & Placement
Encourage applications for student positions and participation in UGI social activities

Collection of data



PHYSICAL EDUCATION

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 • Very Poor
2 • Average
3 • Above Average
4 • Superior

Unit: Physical Ed.

Date: August 18, 1986

Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
Goal #1: Retention/graduation of SAA student-athletes			X		1
					2
- Objective #1: Increase chances for academic success through counseling/tutoring.			X		1 Increased counseling for participating student-athletes assisted in higher GPA's & retention rates.
					2 Increased participation is main objective. Funding for more tutorial programs is imperative.
- Objective #2: Coordinate with campus Academic Counselors to target SAA student-athletes				X	1 Department's Student Affairs Officer worked out program with campus Academic Advisors to approve athletes' courseload-
					2 Campus-wide program worked very well. Students cooperated with Advisors in courseload approvals. No changes.
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Unit: Physical Ed.
Date: August 18,1986

Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
- Goal #2: Student-athlete faculty-staff mentoring program (via Tutorial Assistance)		X			1 Program was sponsored by Tutorial Assistance Program; was marginally successful; Dept. needed funding for continuation.
					2 Program was valid and helpful (particularly for SAA students), but funding was not available for this Dept.
- Objective #1: Self-evaluation tutoring & learning skills counseling w/ faculty-staff mentor		X			1 Students who followed prescribed program guidelines (kept daily diary) showed success in first academic year.
					2 Students must be motivated to meet with mentors. This is a very good program, but Dept. is deficient in funding
- Objective #2:					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Unit: Physical Ed.

Date: August 18,1986

Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS					1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4		
1. Goal #3 : Campus Recreation interest and facility use survey *	X X				1	Resources for polling/evaluating users and interests was not available. Project is being reevaluated.
					2	Needs of special interest/SAA groups are accessed through Teaching Evaluations distributed to all Rec. classes.
- Objective #1:					1	
					2	
- Objective #2:					1	
					2	
- Objective #3:					1	
					2	
- Objective #4:					1	
					2	
- Objective #5:					1	
					2	
- Objective #6:					1	
					2	
- Objective #7:					1	
					2	

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also, please use one of these worksheets for each of your unit's goals.

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Unit: Physical Ed.

Date: August 18,1986

tatement of Your Unit's oals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
. Goal #4: Addition/Expansion of P.E. classes for SAA and special interest groups.				X	1 In the past two years, Dept. has polled students and added/expanded several classes for SAA and special interest groups (i.e., handicapped). 2 Project is very effective. Quarterly polling via Teaching Evaluations keeps Dept. current to needs & interests.
- Objective #1: Offer classes geared toward SAA students -- enhance ineraction of students.				X	1 Dept. added classes that are popular with minority students (table tennis, soccer, etc.). Enrollments excellent. 2 Classes will be added or expanded whenever necessary.
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective [illegible]:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Unit: Physical Education

Date: August 18, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Enhance the social adjustment of underrepresented SAA students attending UCI	Provide opportunities for SAA students to participate in a variety of P.E. and Campus Recreation activities.	Bob Pomeroy (P.E.) Jill Schindele (C.R.)	P.E. acvitity class program will monitor special interests of SAA students and add or expand classes that appeal to that segment of the student body. The Campus Recreation Advisory Board was created to research and determine needs of entire campus regarding recreational needs and facility use.	All SAA & special interest groups.	PE Program evaluated quarterly. Campus Rec. Advisory Board meets once a month.	Provide physical activity classes to assist in fitness and social interaction of SAA students. Campus Rec. Advis. Board provides forum for ideas and concerns of choice and operational methods of recreational services.	Increase in enrollment in SAA-targeted P.E. classes. Increase or change in traditional program offerings.

PHYSCIAL SCIENCES

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Physical Sciences

Date: 9/18/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : Outreach: we are trying to improve the math/science background of students entering UCI.					1
					2
- Objective #1: Saturdays for Science - stimulate the interest of elementary school children in study of science.				XX	1 The program is well-received, and primary recruitment areas include districts with high SAA populations.
					2
- Objective #2: Summer Math/Science Institute: Improve quality of math/science teaching at levels K-12				XX	1 The program has received international recognition, and this summer included teachers from Scandinavia and Italy as well as a growing population of local teachers. Recruitment is heavy in areas with high SAA pops.
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Physical Sciences

Date: September 18, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal # 1 : Retention of Physical Sciences SAA students, and of SAA students taking PS courses.					1
					2
- Objective #1: Increase use of PS Counseling services by SAA students.			XX		1 Although we have not developed sophisticated outreach programs to PS SAA students, we have consistently maintained an open, friendly atmosphere which encourages frequent student interaction. We participate in SAA-related activities campus-wide to increase our visibility to the SAA population.
					2 We have begun a program to identify SAA students earlier, so that the staff will be more sensitive to this population
- Objective #2: Ensure proper placement of SAA students in Mathematics				XXX	1 Aided by the PASS office, the Precalculus and Int. Alg. exams were administered to @ 2500 students this summer. Test results were quickly disseminated to all advising offices for use in placement.
					2 Ensure adequate resources to offer appropriate remedial Math courses to all students needing such courses.
- Objective #3: Ensure proper placement of SAA students in Chemistry			XX		1 See above answer. Pre-Chem test administered to almost 2000 students this summer.
					2 Ensure adequate resources to offer Chem 10 to all students needing this course.
- Objective #4: Develop a tracking system to help us assess the needs of SAA students		XX			1 We do not yet have a well-developed tracking system in place. We have completed some studies of last year's SAA population, and are in the process of setting up card files to allow easy tracking into future quarters.
					2 We may learn to utilize the CP-6 student records system to generate reports about this group.
- Objective #5: Provide academic support for SAA students in our courses.			XX		1 We try to make timely referrals to appropriate tutorial/Learning Skills resources for students having difficulty in coursework. Chemistry and Mathematics offer departmental tutoring in addition to TAP resources.
					2 Earlier identification of SAA students may enhance this effort.
- Objective #6:					1
					2
- Objective #7:					1
					2

---

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.
They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).
Also please use one of these worksheets for each of your unit's goals

Unit Physical Sciences

Chart #2

Date: 9/18/86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

NDA: No Data Available at this time

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Identify students underprepared in math; place these students in appropriately designed, well-taught remedial math courses.	Larry Chrystal	Diagnostic testing of new students in pre-calculus and intermediate algebra; counseling (by academic counselors, Special Services staff, SEOP instructors, and faculty) to place students in appropriate courses; teaching Math 1A and 1B; revising format and/or content of Math 1.	NDA at this time: #'s should correspond to SAA #'s for UCI freshmen in math/science majors.	Testing: concurrent with PASS testing & at end of each quarter.	Retention of underprepared students in math, science, & social science areas and increased chanc of success in Math 2A (basic calculus)	Early studies show that Math 1A-B is a very effective sequence; these studies show particularly dramatic result for minority students.
	Increase SAA students' use of Physical Sciences counseling services; increase PS counselors awareness of and sensitivity to needs and problems of SAA students.	Bob Doedens Tina Arth Jaime Albano Teri Wills	EOP staff meeting with PS counselor; Success Guidance workshop participation; participation in conferences re: SAA; participation in workshops to enhance cross-cultural awareness; participation in workshops for SAA students on probation; increased PS outreach to SAA students majoring in PS; participate in Discover UCI program, etc.	PS SAA #'s for 85-86: Chicano: 26 Latino: 16 Amer Ind: 9 Black: 25 Filipino: 18	Counseling all year; other activities annual or as offered.	Placement of SAA students into appropriate courses; increased utilization of all support services by SAA students; improved relationships between PS counselors, SAA students, EOP, and Special Services staff.	Results of long range tracking program, student and staff feedback.

Chart #2

Unit Physical Sciences

Date: September 18, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Increase success of underprepared students in Chem 1A and Chem 10; increase the # of students with inadequate HS prep who complete higher level Chemistry courses.	G. Miller M. Taagepera B. St. John	Administer placement tests to all prospective Chem 1A students. Place underprepared students in appropriate remedial courses (Chem 10, Math 1 or 1A-B, etc.). Involve students with the lowest level of prep. in special Chem 10 adjuncts in LSC.	NDA - see response for precalc. testing	Testing: June, July, August, September Chem 10: Winter, Spring, Summer	Increase number of underprepared students who succeed in higher level science courses.	Early studies showed that the course (originally designed for SAA students only) was very effective - no recent studies have been done.
	Improve math/science background of elementary and secondary school teachers; improve K-12 math/science curriculum in OC schools. Improve the math/science background of our student population, especially those coming from areas where current math/science programs have some deficiencies.	M. Taagepera M. Fried	Develop, implement a summer program at UCI for elementary/secondary teachers. Present lectures, workshops, etc. to give teachers a better understanding of the math and science topics they deal with in their classrooms. Give teachers a better understanding of what their students will need in order to succeed in college math and science courses.	NDA	Annually - July, Aug.	Upgrade science/math instruction K-12; increase # of underrepresented students able to complete university level math/science courses.	

Chart #2

Unit Physical Sciences

Date: September 18, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Stimulate the interest of elementary school students in the study of science - improve the math/science background of our student population, especially those from areas where school districts may have inadequate resources to encourage these interests.	M. Taagepera	Bring a group of elementary school children to the campus on Saturdays for a series of lectures and demonstrations designed to stimulate their interest in science.	NDA	2X/year: Oct/Nov and Mar/Apr	Increase in the number of local SAA students who are motivated to take appropriate science courses.	

Cha 3

Page

Unit. Physical Sciences

Date: September 18, 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Academic Counseling	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
Tracking	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
Pre-Chem Test	XX	XX	XX							XX	XX	XX
Pre-Calculus Test	XX	XX	XX			XX				XX	XX	XX
Int. Algebra Exam	XX	XX	XX								XX	
Chemistry 10	XX	XX					XX	XX	XX	XX	XX	XX
Math 1, 1A-B	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
Tutoring				XX	XX	XX	XX	XX	XX	XX	XX	XX
Summer Math/Science Inst.	XX	XX										
Saturdays for Science				XX	XX				XX	XX		

SOCIAL ECOLOGY

Carr #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

tatement of Your Unit's oals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
· Goal # : 1 To assist new students to excel at UCI		XX			1 Most of the students are passing but few are excelling.
					2
- Objective #1: Must attend regular meetings with mentors and faculty members to provide support & guidance			XX		1
					2
- Objective #2: Mentors will act as role models for the mentees, thus provide a support network.			XX		1 More mentor training
					2
- Objective #3: Mentors & Mentees organize regular social events to insure that the support provided will be social as well as academic		XX			1 More informal social interaction is needed among mentors and mentees
					2 on a one to one basis.
- Objective #4: Require assignments i.e. diary to help mentees focus on activities and skills necessary to succeed at UCI			XX		1
					2
- Objective #5: Organize special study groups and sections for SAA students				XX	1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

tatement of Your Unit's oals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS			
	1	2	3	4
Goal # 2: To provide a support & learning experience for the mentors.		XX		
- Objective #1: Provide training with faculty to teach basic counseling & referral skills			XX	
- Objective #2: Provide workshops re: graduate school application and study.		XX		
- Objective #3: Provide regular faculty interaction in planning sessions and regular meetings		XX		
- Objective #4:				
- Objective #5:				
- Objective #6:				
- Objective #7:				

1 Why did you give this specific SAA goal or objective of your unit the rating you did?
2 What modifications, if any, do you think are necessary to improve program effectiveness?

1 It would be good to improve the training program for mentors. Have it
2 last longer and perhaps be part of a campus-wide effort to train students
1 who will have influential positions with other students during the
2 academic year. Currently each unit is doing their own fragmented version
1 of a training for peers--why not coordinate? So far, the peer advisor
2 training seems to be the most complete and could be used as a model.
1 --Graduate school workshops --may be coordinated with CP & P
2
1 --Interest more faculty in participation i.e., incentives of some sort.
2
1
2
1
2
1
2

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

tatement of Your Unit's oals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
Goal #3 : To provide a support network of faculty & continuing students for the new SAA student.			XX		1 I think, in general, we could use some funding to enable faculty to 2 become more involved, to hire a lecturer who might teach specific SAA
- Objective #1: Mentor/Mentee Program			XX		1 topic courses, to hire a student coordinator to do the tracking to see 2 just how successful we are. In terms of modification of the mentor/mentee
- Objective #2: Regular faculty/student meetings.			XX		1 program, the faculty and students meet regularly to assess accomplishments 2 and look for ways to improve. At the end of 86 (spring), a meeting was held
- Objective #3: Regular social events to bring groups together.		XX			1 with old and new mentors and faculty to review good and bad points 2 of the program. It was decided that more student coordination was necessary
- Objective #4: Regular monitoring by faculty and mentor of mentees progress.			XX		1 thus we applied for a student intern position. However, the $1200 that 2 must be paid is an unexpected expense which is difficult to carry.
- Objective #5: Talk together about ways to make adjustment to UCI & study better.		XX			1 Suggestions were made as to timing and manner in which to approach and 2 contact the new SAA student.
- Objective #6:					1 2
- Objective #7:					1 2

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

atement of Your Unit's als and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
Goal # 4: Improve the SAA student's performance in lower division core courses.				XX	1 Funds are needed to expand the program from E8 to the other required, 2 lower division courses.
- Objective #1: CID grant for SAA Honors discussion section.				XX	1 Ideally we would like to set up 8-10 cohorts that work together with 2 some TA support through the five introductory courses.
- Objective #2: To help students achieve a higher GPA in E8, Intro. to Environmental Analysis.				XX	1 Students in program average grade was 86.4: SAA not in program 74.4; 2 non SAA students 77.9
- Objective #3: Study groups mentors/mentees				XX	1 These results are quite similar to data for the POP program at UCB 2 which was the model for this program.
- Objective #4: Regular support and mentoring.			XX		1 CID has informed us that they will not continue funding after the 2 year so the program is in jeopardy.
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
1. Goal #5: Publicize the SAA program			XX		1 Need to get more faculty actively involved.
					2
- Objective #1: New brochure completed by mentor					1
			XX		2
- Objective #2: Hiring student intern to coordinate and publicize					1 Uncertain, student has just been hired for 86-86 academic year.
					2 Need some money to pay intern and for brochures to be duplicated.
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them
They should

For future data collection, please make forms reasonable for writing information that you desire. There is no space.

Unit Social Ecology

Chart #2

Date: September, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	1) to provide a support network of faculty and continuing students for new SAA students 2) to assist new students in excelling at UCI 3) to provide a support and learning experience for the mentors 4) publicize the ts SAA program 5) improve SAA performance in lower division core Higher GPA's in E8 Intro. to Env.Analysis	Dr. Evans Dr. Suarez-Villa Dr. Dombrink C. Stanley R. Tafalla K. Alline	a) regular meetings with faculty/mentor/mentees b) study groups c) social events d) training sessions for mentors which will include info. about campus resources which will be passed along to mentees CID grant for SAA Honors Discussion section	See attached sheet, there is no room to place data here.	86-87 year.	--increase retention of the SAA student --to provide both an academic and social support by the use of vaculty's student (mentor) support. --increase academic skills by referral to campus resources and study groups.	--number of mentees who remain in school and are in good standing. --faculty inpu regarding outcomes of mento mentee/faculty meetings - assessment --transcript review at end of each quarter and year of mentees who participate in program.

Chart #3

86-87

Page 1

Unit. Social Ecology

Date: September 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
PROGRAM ACTIVITIES												
Recruit and hire student intern/coordinator.	---	---										
Plan mentor training												
Plan mentee orientation	---	---										
Mentor training			--									
Mentee orientation			---									
Mentor/mentee meetings			---	---	---	---	---	---	---	---	---	---
mentor/faculty/mentee meetings			---	---	---	---	---	---	---	---	---	---
Evaluation meeting												---
selection of new mentors												---
Selection of new coordinator	---	---										
CID Grant				---	---	---	---	---	---			

-105-

SOCIAL SCIENCES

Unit Social Sciences

Chart #2

Date: October 30, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measuremer of Outcomes
	enhance academic skills of SAA students	Ramón Muñoz	Summer Academic Enrichment Program	10-12 junior level SAA students with gpa ≥ 3.0	6 week residential program Summer 1987	improve participants' prospects for gaining admission into graduate programs equip students to work as research assistants	evaluation at end of program; monitor gpa of participants
	provide opportunities for SAA students to expand their academic involvement	Ramón Muñoz	recruitment of SAA students as peer academic advisors	juniors with gpa ≥ 3.0	peer academic advisor recruitment period	Selection of SAA students as peer advisors	
			inform SAA students of available internships and scholarships		throughout academic year	increase numbers of students awarded scholarships	
	attend conferences and/or workshops pertinent to SAA	Ramón Muñoz Christina Rivers	NACADA Conference, Black Student Retention Conference, UC Counselors' Conference, RACHE Third World Counselors Conference		throughout academic year	increased knowledge of issues/concerns regarding SAA increased professional development of academic counselors gain relevant information, skills for use with SAA students	
	participate on campus wide SAA Advisory Task Force	Ramón Muñoz					

Page ______

Unit. Social Sciences

Date: October 30 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
① SEOP Academic Advising		×										
② recruitment of SAA students for peer advisor(s) positions								×				
③ identification, recruitment, and selection of Summer Academic Enrichment Program participants									×	×		
④ coordinate SAEP(JE 2 -July 31)	×											×
⑤ SAEP evaluation			×									
⑥ develop and participate in SAA orientation program for incoming SAA students			×									

TEACHER EDUCATION

art 1

WORKSHEET FOR THE ASSESSMENT OF UNI A GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above average
4 = Superior

	RATING SCALE				
Statement of Your Unit's Goals and Program Objectives	1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
Goal #1A: JUNIOR HIGH SCHOOL OUTREACH (GRADES 7-8) To increase the number of underrepresented SAA students in UCI service area schools who recognize the benefits of and are motivated towards obtaining a postsecondary/university education.				X	1 Maintenance of our standards in teacher training, multicultural faculty, community involved faculty, assigning teacher candidates and student teachers in identified areas. 2
Objective #1A: To assist public schools by linking OTE field experience with SAA students.			X		1 Supervising faculty assign student teachers and interns accordingly. 2 "Team" less involved faculty members with a more actively involved faculty member.
Goal #1B: To improve the academic performance of underrepresented SAA students in UCI service area schools.				X	1 Decreasing student/teacher ratio with student teacher assignments. 2
Objective #1B: To involve OTE students as student teachers and tutors in SAA impacted schools.			X		1 We serve the entire area, including assignments through various classes. 2 To be reviewed with OTE faculty and staff.
GOAL #1C: To provide activities and programs designed to enhance the development of self-confidence and the formation of personal (academic and career) goals for underrepresented SAA students in UCI service area schools.			X		1 Voluntary involvement upon request for workshops, speaking, parent groups. 2 "Voluntary upon request" can be expanded.
OBJECTIVE #1C: To assist school in providing information to students regarding career and vocational training.				X	1 Ongoing relationship with EOP/SAA Outreach Office. 2

* Ratings have been given for each OTE 1985-86 goal and objective and for additional UCI SAA goals which are related to OTE's mission and activities.

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Statement of Your Unit's Goals and Program Objectives	RATING SCALE 1	2	3	4		1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
Goal #2A: SENIOR HIGH SCHOOL OUTREACH (FRESHMAN - SENIOR) To increase the number of underrepresented SAA students in UCI service area schools who recognize the benefits of and are motivated towards obtaining a postsecondary/university education.			X		1	Voluntary involvement upon request at Saturday orientation and awareness seminars, etc.
					2	To be reviewed with OTE faculty and staff.
OBJECTIVE #2A: To increase the number of underrepresented SAA students in UCI service area schools who are informed of UCI OTE programs as career options within university education.			X		1	Our various publications are multicultural and designed to be effective with underrepresented students.
					2	May need to be further disseminated in identified areas.
GOAL #2B: To improve the academic performance of underrepresented SAA students in UCI service area schools.				X	1	Our standards in teacher training; our student teacher assignments in field work and labs.
					2	
OBJECTIVE #2B-1: To continue to place elementary and secondary student teachers in SAA target schools.			X		1	This is a cooperative decision with the student teacher.
					2	To be reviewed with OTE faculty and staff.
OBJECTIVE #2B-2(RADIUS): To train teachers in thinking and writing research to generate a pilot course and demonstration lessons.				X	1	This competence is evaluated numerous times during the project.
					2	
OBJECTIVE #2B-3(RADIUS): To train K-12 Santa Ana teachers in the basic theory and practice of teaching composition.				X	1	Inservice by UCI Writing Project has demonstrated improvements in writing instruction benefitting all students.
					2	

Chart I

WORKSHEET FOR THE ASSESSMENT OF UNIT SA[illegible]OALS AND PROGRAM OBJECTIVES FOR 1985-86

Statement of Your Unit's Goals and Program Objectives	RATING SCALE 1	2	3	4		1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
OBJECTIVE #2B-4(RADIUS): To foster critical thinking skills through writing: lesson design				X	1	This is taught and re-inforced and applied in a variety of ways: for example, reading, content area, theory & practice
					2	
GOAL #2C: To increase the number of under-represented SAA high school graduates from UCI service area schools who are regularly admissible to the University of California.			X		1	As teachers from UCI enter teaching in this area, they remain involved in continuing education and/or summer institutes serving this goal.
					2	Closer follow-up of all teachers would be worth establishing, with a focus on this goal.
GOAL #2D: To increase the number of under-represented SAA students who apply to and enroll in the University of California and other institutions of higher education.			X		1	We serve in a number of inter-campus and community committees with this goal.
					2	To be discussed with other academic units.
GOAL #3A: CALIFORNIA COMMUNITY COLLEGES To increase the number of under-represented SAA students from selected community colleges who apply to and enroll in UCI.			X		1	Service, participation and involvement with committees holding this charge.
					2	To be discussed with other academic units.
OBJECTIVE #3A: To increase the number of academically qualified under-represented SAA students from selected community colleges who transfer to UCI.			X		1	Adult education & community college credential courses provided at UCI.
					2	To be discussed with other academic units.
GOAL #3B: To increase the number of under-represented SAA students in UCI feeder community colleges who recognize the benefits of and are motivated toward obtaining a baccalaureate degree.			X		1	Support and involvement with community colleges designed to achieve this goal; co-sponsorship of conferences and other activities.
					2	To be discussed with other academic units.

hart 1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

	RATING SCALE					
Statement of Your Unit's Goals and Program Objectives	1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did?	2 What modifications, if any, do you think are necessary to improve program effectiveness?
OBJECTIVE #3B: To assist SAA students interested in Teacher Education develop specific career plan.			X		Our information brochures and availability of faculty and counseling staff upon request.	To be reviewed by OTE faculty and staff.
GOAL #3C: To increase the number of under-represented SAA students who are academically qualified to transfer to UCI.				X	Place high quality teachers in the field & provide support activities.	
GOAL #3D: To increase the number of under-represented SAA students in selected UCI feeder community colleges who enroll in transfer-level courses.			X		Available coursework for community college faculty.	To be discussed with other academic units.
GOAL #3E: To continue to enhance intersegmental cooperative efforts aimed at strengthening the transfer function at selected community colleges.			X		Co-sponsorship of conferences, service on committee, speakers & workshops upon request.	To be discussed with other academic units.
GOAL #4A: UCI FRESHMEN To increase underrepresented SAA students' academic success.				X	Faculty mentorships; a variety of support programs. Counseling of undergraduates early regarding taking of CBEST: advising on variety of ways to increase ability to pass CBEST.	
GOAL #4B: To develop and enhance under-represented SAA students' sense of academic responsibility.				X	Work study, research assistants, faculty/student interactions; recommending early involvement in Ed. 100ABC field activities.	
GOAL #4C: To retain underrepresented SAA freshmen as academically eligible to the sophomore year.					N.A.	

Chart I

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Statement of Your Unit's Goals and Program Objectives	RATING SCALE				1 Why did you give this specific SAA goal or objective of your unit the rating you did?	2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4		
GOAL #4D: To enhance the social adjustment of underrepresented SAA students to the University.			X		Coordinate financial support and housing through committee efforts.	Additional resources possibly beneficial.
OBJECTIVE #4D: To increase the availability of culturally diverse activities.				X	Multicultural, multimodality, gender free learning environment is our program foundation.	
GOAL #4E: To include issues of cultural diversity in the learning process.				X	Coordinate financial support and housing through committee efforts.	
OBJECTIVE #4E: To include issues of cultural diversity in the learning process.				X	Coordinate financial support and housing through committee efforts.	
GOAL #4F: To increase SAA student enrollment and retention in academic units where an underrepresentation exists.			X		Experimentally varying our admissions criteria.	Increase recruitment and provide varied, flexible opportunities for admission.
GOAL #5A: UCI SOPHOMORES To increase underrepresented SAA students' academic success.				X	Individual faculty commitment.	Research assistantships to provide the means to mentor; additional support services.
GOAL #5B: To develop and enhance underrepresented SAA students' sense of academic responsibility.			X		Individual faculty commitment.	To be reviewed with OTE faculty.
GOAL #5C: To retain underrepresented SAA sophomores as academically eligible to the junior year.					N.A.	

Chart 1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Statement of Your Unit's Goals and Program Objectives	RATING SCALE					
	1	2	3	4		1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
GOAL #5D: To enhance the social adjustment of underrepresented SAA students to the University.			X		1	Faculty role models, class projects, student teacher teams
					2	
GOAL #5E: To assist underrepresented SAA students in understanding the relationship between the undergraduate curriculum and future educational and career alternatives.			X		1	OTE work with and advising of undergraduates including recommending a wide variety of electives in undergraduate programs to enhance students' ability to pass required admissions exams (CBEST & NTE).
					2	Establishment of interdepartmental counselling project/ committee
GOAL #5F: To include issues of cultural diversity in the learning process.				X	1	The foundation of our training -- a component of Ed. 173, 105B-LB and several other required courses.
					2	
OBJECTIVE #5F: To include isssues of cultural diversity in the learning process.				X	1	The foundation of our training, a component of Ed. 173, 105B-LB.
					2	
GOAL #5G: To increase SAA student enrollment and retention in academic units where an underrepresentation exists.			X		1	We are experimentally varying our admissions criteria.
					2	Implementing additional planned activities to increase participation and retention of underrepresented students.
GOAL #6A: COMMUNITY COLLEGE TRANSFERS To increase underrepresented SAA transfer students' academic success.				X	1	We have a substantial record of success and retention of students admitted.
					2	
GOAL #6B: To develop and enhance underrepresented SAA students' sense of academic responsibility.			X		1	Teacher training responsibilities enhance SAA students' level of responsibility to others.
					2	To be reviewed with OTE faculty and staff.

Chart I

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Statement of Your Unit's Goals and Program Objectives	RATING SCALE 1	2	3	4		1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
GOAL #6C: To retain underrepresented SAA transfer students as academically eligible to the next year.			X		1	Achieved through career planning and placement services and related academic counseling and support services and through commitment of select, highly involved faculty.
					2	To be reviewed with OTE faculty and staff.
GOAL #6D: To enhance the social adjustment of underrepresented SAA transfer students to the University.				X	1	Achieved through career planning and placement services and related academic counseling and support services and through commitment of select, highly involved faculty.
					2	
GOAL #6E: To assist underrepresented SAA transfer students in understanding the relationship between an undergraduate course of study and future educational and career alternatives.				X	1	Achieved through career planning and placement services and related academic counseling and support services and through commitment of select, highly involved faculty.
					2	
OBJECTIVE #6E-1: To increase the number of SAA transfer students who utilize services of the Career Planning & Placement Center.				X	1	Achieved through career planning and placement services and related academic counseling and support services and through commitment of select, highly involved faculty.
					2	
OBJECTIVE #6E-2: To assist all SAA transfer students in developing a career plan.				X	1	Achieved through career planning and placement services and related academic counseling and support services and through commitment of select, highly involved faculty.
					2	
GOAL #6F: To include issues of cultural diversity in the learning process.				X	1	Significant components of our foundations coursework; CID grants.
					2	
OBJECTIVE #6F: To include issues of cultural diversity in the learning process.				X	1	Significant components of our foundations coursework; CID grants.
					2	

Chart I

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

	RATING SCALE					
					1	Why did you give this specific SAA goal or objective of your unit the rating you did?
Statement of Your Unit's Goals and Program Objectives	1	2	3	4	2	What modifications, if any, do you think are necessary to improve program effectiveness?
GOAL #6G: To increase SAA student enrollment and retention in academic units where an underrepresentation exists.			X		1	We are experimentally varying our admissions criteria.
					2	Implementing additional planned activities to increase participation and retention of underrepresented students.
GOAL #7A: UCI JUNIORS To increase underrepresented SAA students' academic success.			X		1	We have a substantial record of success and retention of students admitted.
					2	Additional academic and support services.
GOAL #7B: To develop and enhance underrepresented SAA students sense of academic responsibility.			X		1	Teacher training responsibilities enhance SAA students' level of responsibility to others.
					2	To be reviewed with OTE faculty and staff.
GOAL #7C: To retain underrepresented SAA students as academically eligible to the senior year.			X		1	Achieved through career planning and placement services and related academic counseling and support services and through commitment of select, highly involved faculty.
					2	To be reviewed with OTE faculty and staff.
GOAL #7D: To enhance the social adjustment of underrepresented SAA students to the University.				X	1	Group projects, cooperative learning and student teacher teams.
					2	
OBJECTIVE #7D: To assist SAA students interested in Teacher Education develop specific career plan.				X	1	Activities of career placement and planning staff; open door policy of counseling by all faculty.
					2	
GOAL #7E: To assist underrepresented SAA students in understanding the relationship between an undergraduate course of study and future educational and career options.			X		1	Achieved through career planning and placement services and related academic counseling and support services and through commitment of select, highly involved faculty.
					2	To be reviewed with OTE faculty and staff.

Chart I

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Statement of Your Unit's Goals and Program Objectives	RATING SCALE 1	2	3	4		
					1	Why did you give this specific SAA goal or objective of your unit the rating you did?
					2	What modifications, if any, do you think are necessary to improve program effectiveness?
GOAL #7F: To include issues of cultural diversity in the learning process.				X	1	Significant components of our foundations coursework; CID grants.
					2	
OBJECTIVE #7F: To include issues of cultural diversity in the learning process.				X	1	Significant components of our foundations coursework; CID grants.
					2	
GOAL #7G: To increase SAA student enrollment and retention in academic units where an underrepresentation exists.			X		1	We are experimentally varying our admissions criteria.
					2	Implementing additional planned activities to increase participation and retention of underrepresented students.
GOAL #8A: UCI SENIORS To graduate underrepresented SAA students from UCI.				X	1	We have a substantial record of success and retention of students admitted.
					2	
GOAL #8B: To increase underrepresented SAA students' academic success.			X		1	Teacher training responsibilities enhance SAA students' level of responsibility to others.
						To be reviewed with OTE faculty and staff.
GOAL #8C: To develop and enhance underrepresented SAA students' sense of academic responsibility.			X		1	Achieved through career planning and placement services and related academic counseling and support services and through commitment of select, highly involved faculty.
					2	To be reviewed with OTE faculty and staff.
GOAL #8D: To enhance the social adjustment of SAA underrepresented students to the University.				X	1	Group projects, cooperative learning and student teacher teams.
					2	
OBJECTIVE #8D: To have all SAA students develop specific career and graduate school plans.				X	1	Group projects, cooperative learning and student teacher teams.
					2	

Chart I

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Statement of Your Unit's Goals and Program Objectives	RATING SCALE					
					1	Why did you give this specific SAA goal or objective of your unit the rating you did?
	1	2	3	4	2	What modifications, if any, do you think are necessary to improve program effectiveness?
GOAL #8E: To assist underrepresented SAA students to develop specific educational and career goals and to formulate plans for reaching those goals.				X	1	Group projects, cooperative learning and student teacher teams.
					2	
OBJECTIVE #8E: To increase the number of SAA students who gain admission to graduate and professional schools.			X		1	We are experimentally varying our admissions criteria.
					2	Implementing additional planned activities to increase participation and retention of underrepresented students.
GOAL #8F: To assist underrepresented SAA students in gaining admission to graduate and professional schools.			X		1	We are experiementally varying our admissions criteria.
					2	Implementing additional planned activities to increase participation and retention of underrepresented students.
GOAL #8G: To include issues of cultural diversity in the learning process.				X	1	Significant components of our foundations coursework; CID grants.
					2	
OBJECTIVE #8G: To include issues of cultural diversity in the learning process.				X	1	Significant components of our foundations coursework; CID grants.
					2	
GOAL #8H: To increase SAA student enrollment and retention in academic units where an underrepresentation exists.			X		1	We are experimentally varying our admissions criteria.
					2	Implementing additional planned activities to increase participation and retention of underrepresented students.

Page 1
Unit Teacher Education
Date September 15, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
I. A. Service underrepresented SAA students	Assist public schools by linking OTE field experience with SAA students	Assistant Director of OTE. Individual OTE supervisors in methods courses	Develop field experience: 1. In 102 classes 2. SAA students/ Partnership Program Santa Ana schools 3. OTE students involved in SAA/EOP programs as tutors	1. OTE Students 2. SAA/ Partnership students in public schools 3. OTE Faculty	Fall Winter Spring Quarters	1. Increase in OTE Single Subject student involvement in SAA schools 2. Increase in SAA students interacting with OTE students	1. # OTE students designated as tutors in SAA schools 2. # SAA students tutored by OTE students
Jr. High School Outreach (Grades 7-8): To increase the # of underrepresented SAA students in UCI service area schools	Recruit underrepresented secondary students into teaching	Acting Ass't Director of OTE and designated OTE faculty	1. Establish Teacher of Tomorrow Clubs 2. Initiate paid peer tutoring program 3. Complete SAA recruitment, slide/ video-tape	Underrepresented students Hispanic-15 Ss. Black-15 Asian-15 Native American-2 Ss.	Ongoing	Increase UCI and OTE SAA students	# SAA students applying to UCI and OTE

*Exact target group numbers by ethnicity are not yet available in many cases; this information will be added as soon as reliable figures are determined.

Page 2
Unit Teacher Education
Date September 15, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* In Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
I. B. Continue linkage between OTE students and SAA public school population through tutoring and student teaching	Involve OTE students as student teachers and tutors in SAA impacted schools	1. Assistant Director of OTE 2. Supervisors of OTE	Place tutors from 100 classes and 197, 198, and 199.	1. SAA students in UCI service area schools 2. OTE student teachers placed in UCI service area schools	Fall, Winter, Spring Quarters	1. Involvement of OTE student teachers in SAA schools. 2. Involvement of SAA students serviced by OTE student teachers and tutors	1. # OTE student teachers in SAA schools 2. # OTE tutors in SAA schools 3. # of SAA students serviced by student teachers and tutors
I. C. Provide activities and programs to inform SAA students regarding OTE in UCI service area schools	To assist schools in providing information to students regarding career and vocational training	OTE Faculty/ Staff/Counselors	OTE work with Career Planning and Placement Office by attending Career Days in SAA schools to provide information re: education programs	Underrepsented population in public schools and SAA students on UCI campus	Ongoing 1-2 hour presentations as well	Information dissemination on OTE programs	Attendance of SAA students at Career Day events

*See page 1

Chart #2

Page 3
Unit Teacher Education
Date September 15, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II. A. To increase the number of underrepresented SAA students in UCI service area schools who are informed of UCI OTE program as career	To increase the number of underrepresented SAA students in UCI service area schools who are informed of UCI OTE programs as career options within university education	OTE Faculty/ Staff	1. Celebrate UCI Day, Teacher Education Information Booth 2. Student Teaching Center Open House 3. OTE student panel discussion Junior Day 4. OTE faculty/staff at Orange County counselors professional meetings 5. Publication of materials to be shared with SAA students regarding options in OTE 6. Emphasis placed during OTE student teaching experience on sharing in SAA classrooms benefits of postsecondary education	SAA Public school students SAA/UCI undergraduate students	Throughout school year as scheduled	Increased exposure/information dissemination with SAA students	Number of SAA students involved in receiving OTE information/ counseling

*See page 1

Page 4
Unit Teacher Education
Date September 15, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II. A. cont Senior High School Outreach Grades (9-12): To increase the # of underrepresented SAA ss. in UCI service area schools	Recruit underrepresented senior high school students into teaching	Acting Ass't Director of OTE and designated OTE faculty	1. Establish Teacher of Tomorrow Clubs 2. Initiate paid peer tutoring program 3. Complete SAA recruitment, slide/ video-tape	Underrepresented students Hispanic-15, Ss. Black-15 Asian-15 Native-American-2 ss.	Ongoing	Increase in UCI and OTE SAA students	# SAA students applying to UCI and OTE
II. B. Increase relationships between OTE and SAA schools in Orange County.	Continue to place elementary and secondary student teachers in SAA target schools	Assistant Director of Teacher Education	1. Place OTE student teachers in SAA target schools 2. To place OTE tutors in target SAA schools	OTE student teachers and student tutors	Fall Winter Spring Quarters	Increase awareness levels of both populations. Share information regarding opportunities in Teacher Education with SAA populations	Number of student teachers and tutors in SAA schools

*See page 1

Chart #2

Page 5
Unit Teacher Education
Date September 15, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
III. A. Increase number of underrepresented SAA students at Community College level receiving information regarding OTE programs	To increase the number of academically qualified underrepresented SAA students from selected community colleges who transfer to UCI	OTE Counseling Staff	Attending meetings and making presentations at Orange County Community Colleges with SAA populations. This activity should be coordinated with Career Planning and Placement Office	Community College SAA students	1 hour presentations as needed throughout school year	1. Increased contact with Community College SAA students and OTE 2. Increase in # SAA students who enroll in OTE program	1. # of SAA participating in Career Day functions 2. # of SAA applying to OTE in 1985-86
Community College Outreach: To increase the # of underrepresented SAA students who apply to and enroll in UCI	Recruit community college students into teaching	Acting Ass't Director of OTE and designated OTE faculty	1. Establish Teacher of Tomorrow Clubs 2. Initiate paid peer tutoring program 3. Complete SAA recruitment, slide/ video-tape	Underrepresented students Hispanic-15, Ss. Black-15 Asian-15 Native-American-2 Ss.	Ongoing	Increase in UCI and OTE SAA students	# SAA students applying to UCI and OTE

*See page 1

Page 6
Unit Teacher Education
Date September 15, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
III. B. To assist SAA students in understanding of the relationship between an undergraduate course of study and future educational and career options	To assist SAA students interested in Teacher Education develop specific career plan	OTE staff/peer advisor and Career Planning and Placement staff	Hold special counseling sessions for SAA students	UCI/SAA students	1 hour seminars held each quarter	Increased # SAA informed re OTE programs	# SAA contacted through information sessions

*See page 1

Chart #2

Page 7
Unit Teacher Education
Date September 15, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV. D.							
To enhance the social adjustment of SAA students to the University	To increase the availability of culturally diverse activities	OTE Faculty	Enroll SAA students interested in teaching career in OTE Ed 100 course (course provides field experience in OTE schools with culturally diverse population	SAA students interested in education	Ongoing	Increased numbers SAA freshmen involved in Orange County schools	Number SAA students enrolled in Ed 100
IV. E.							
To include issues of cultural diversity in the learning process	To include issues of cultural diversity in the learning process	OTE Faculty	Offer Ed 100 credit for SAA students in culturally diverse classrooms, Orange County public schools	SAA students interested in education	Ongoing	Increase in SAA who enroll in Ed 100	Number SAA enrolled in Ed 100
IV. F.							
UCI Freshman: To increase underrepresented SAA students academic success	Recruit UCI freshman students into teaching	Acting Ass't. Director of OTE and designated OTE faculty	1. Establish Teacher of Tomorrow Clubs 2. Initiate pre-teaching internship program 3. Complete SAA recruitment, slide/video-tape 4. Enroll SAA students in Ed 197. Establish link	Other SAA students interested in teaching	Ongoing	Increase in OTE SAA students	# SAA students applying to OTE

*See page 1

Chart #2

Page 8
Unit Teacher Education
Date September 15, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
V. E. To assist underrepresented SAA students in understanding of the relationship between an undergraduate curriculum and future educational and career alternatives	To provide information on the relationship of undergraduate major to career choice	OTE Faculty/ Staff, Career Planning and Placement Education Advisors	OTE Faculty/Staff make contact with classes having SAA populations to describe programs in OTE	SAA Students interested in Teacher Education	Ongoing	Increased # of SAA students informed of OTE programs	Number SAA Applicants
V. F. To include issues of cultural diversity in the learning process	To include issues of cultural diversity in the learning process	OTE Faculty	Offer Ed 100 credit for SAA students in culturally diverse classrooms, Orange County public schools	SAA students interested in Teacher Education	Ongoing	Increase in SAA who enroll in Ed 100	Number SAA enrolled in Ed 100

*See page 1

Chart #2

Unit Teacher Education

Date September 15, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
V. G.							
To increase SAA student enrollment and retention	To include issues of cultural diversity in the learning process	OTE Faculty	Enroll SAA students in Ed 197, 198, 199. Establish link.	SAA Students interested in Teacher Education	Ongoing	Increase in SAA students who enroll in Ed 197 198, 199	Number SAA enrolled in Ed 197, 198, 199
V. H.							
UCI Sophomores: To increase underrepresented SAA students academic success	Recruit UCI sophomore students into teaching	Acting Ass't Director of OTE and designated OTE faculty	1. Establish Teacher of tomorrow Clubs 2. Initiate paid peer tutoring program 3. Complete SAA recruitment, slide/ video-tape	Underrepresented students Hispanic-15 Ss. Black-15 Asian-15 Native American-2 Ss.	Ongoing	Increase in OTE SAA students	# SAA students applying to UCI and OTE

*See page 1

Chart #2

Page 10
Unit Teacher Education
Date September 15, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
VI. E.							
To assist SAA transfer students in understanding of the relationship between an undergraduate curriculum and future educational and career alternatives	1. To increase the number of SAA transfer students who utilize services of the Career Planning & Placement Center 2. To assist all SAA transfer students in developing a career plan	OTE Career Planning and Placement staff and peer advisor	OTE/Faculty/Staff make contact with classes having SAA populations to describe programs in OTE	SAA students interested in Teacher Education	Ongoing	Increased # of SAA students informed of OTE programs	Number SAA
VI. F.							
To include issues of cultural diversity in the learning process	To include issues of cultural diversity in the learning process	OTE Faculty	Offer Ed 100 credit for SAA students in culturally diverse classrooms, Orange County public schools	SAA students interested in Teacher Education	Ongoing		

*See page 1

Page 11
Unit Teacher Education
Date September 15, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
VI. G. Community College Students: To increase underrepresented SAA transfer students' academic success	Recruit community college students into teaching	Acting Ass't. Director of OTE and designated OTE faculty	1. Establish Teacher of Tomorrow Clubs 2. Initiate paid peer tutoring program 3. Complete SAA recruitment, slide/ video-tape	Underrepresented students Hispanic-15, Ss. Black-15 Asian-15 Native-American-2 Ss.	Ongoing	Increase in UCI and OTE SAA students	# SAA students applying to UCI and OTE
VII. D. To assist SAA students in understanding of the relationship between an undergraduate course of study and future educational and career options	To assist SAA students interested in Teacher Education develop specific career plan	OTE Career Planning and Placement Staff	Hold special counseling sessions for SAA students	OTE staff peer advisor & Career Planning staff	Ongoing	Increased # SAA informed re OTE programs	Number SAA contacted through information sessions

*See page 1

Chart #2

Page 12
Unit Teacher Education
Date September 15, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
VII. F. To include issues of cultural diversity in the learning process	To include issues of cultural diversity in the learning process	OTE Faculty	Offer Ed 100 credit for SAA students in culturally diverse classrooms, Orange County public schools	SAA students interested in Teacher Education	Ongoing	Increase in SAA who enroll in Ed 100	Number SAA enrolled in Ed 100
VII. G. UCI Juniors To increase underrepresented SAA students academic success	Recruit UCI junior students into teaching	Acting Ass't Director of OTE and designated OTE faculty	1. Establish Teacher of Tomorrow Clubs 2. Initiate paid peer tutoring program 3. Complete SAA recruitment, slide/video-tape	Underrepresented students Hispanic-15 Ss. Black-15 Asian-15 Native American-2 Ss.	Ongoing	Increase in OTE SAA students	# SAA students applying to UCI and OTE

*See page 1

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
VIII. D. To assist SAA students in understanding of the relationship between an undergraduate course of study and future educational and career options	To have all SAA students develop specific career and graduate school plans	OTE Career Planning and Placement Staff and peer advisor	Hold special counseling sessions for SAA students	SAA Students	Ongoing	Increased number SAA informed re OTE programs	Number SAA contacted through information sessions
VIII. E. To assist SAA students in gaining admission to graduate and professional schools	To increase the number of SAA students who gain admission to graduate and professional schools	OTE Faculty/ Staff	Hold special counseling sessions with SAA students and OTE staff re admission procedures for Teacher Education	SAA Students	Ongoing	Increased number SAA students admitted to OTE	Number SAA admitted to OTE

*See page 1

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
VIII. F.							
To include issues of cultural diversity in the learning process	To include issues of cultural diversity in the learning process	OTE Faculty	Offer Ed 100 credit for SAA students in cultural diverse classrooms, Orange County public schools	SAA students interested in Teacher Education	Ongoing	Increase in SAA who enroll in Ed 100	Number SAA enrolled in Ed 100
VIII. G.							
UCI Seniors To graduate underrepresented SAA students from UCI	Recruit UCI senior students into teaching	Acting Ass't Director of OTE and designated OTE faculty	1. Establish Teacher of Tomorrow Clubs 2. Initiate paid per tutoring program 3. Complete SAA recruitment, slide/video-tape	Underrepresented students Hispanic-15 Ss. Black-15 Asian-15 Native American-2 Ss.	Ongoing	Increase in OTE SAA students	# SAA students applying to OTE

*See page 1

Chart #2

Page 1R
Unit Project Radius
Date September 15, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
I. B. 1							
Junior High School Outreach (Grades 7-8)	To strengthen the writing skills of students in grades 7-college via the training of teachers	Carol Booth Olson, UCIWP Co-Director	Practical Ideas for Teaching Writing as a Process-major conference	50 teachers from SAA target schools, mixed ethnicity	2 days	Generate interest in further inservice training	Conference evaluation form
To improve the academic performance of underrepresented SAA students in UCI service area schools	To strengthen the writing skills of students in grades 7-12 in the Santa Ana Unified School District via the training of teachers	Shari Lockman, UCIWP, Teacher/ Consultant	Practical Ideas for Teaching Writing as a Process	25 Santa Ana teachers, mixed ethnicity	10 weeks	Teachers revise curriculum and teaching methods due to inservice training	Course evaluation form
"	To strengthen the writing skills of students via the training of administrators	Carol Booth Olson, UCIWP Co-Director	How to Develop and Evaluate an Effective Writing Program: A Conference for Administrators	15-20 SAA target school administrators, mixed ethnicity	1 day	Administrators are better prepared to evaluate existing writing programs and to develop new programs	Conference evaluation

*See page 1

Page 2R
Unit Project Radius
Date September 15, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers * in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	
I. B. cont.							
To improve the academic performance of underrepresented SAA students in UCI service area schools	To strengthen ESL students' mastery of English/Language Arts and to communicate university expectations	Carol Booth Olson, Coordinator, Project Radius; Robin Scarcella, Acting Director, ESL	Integrating Listening, Reading and Writing in the ESL Classroom	50 teachers from SAA target schools, mixed ethnicity	1 day	ESL teachers develop an integrated English/ Language Arts program	Conference evaluation
"	To increase student preparation across the curriculum via the training of mentor teachers	Carol Booth Olson, Coordinator, Project Radius	Conference on Effective Staff Development Strategies for Mentor Teachers	30 teachers from SAA target schools	1 day	Articulation and dialogue between mentor teachers	Conference evaluation
"	To increase ESL students in the Santa Ana School Districts' mastery of English/Language Arts via the training of teachers	Jeanne Stone, UCIWP Teacher/ Consultant	Saturday workshops	75 Santa Ana ESL teachers, mixed ethnicity	Four Saturdays	Teachers revise ESL curricula to reflect an integrated language arts approach	Workshop evaluation

*See page 1

Page 3R
Unit Project Radius
Date September 15, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	
I. B. cont.							
To improve the academic performance of underrepresented SAA students in UCI service area schools	To increase the writing skills of students in SAA target schools via the training of teachers	Carol Booth Olson, Co-Director, UCIWP	Renewal meetings for UCI Writing Project Summer Institute Fellows	12 teachers from SAA target schools with Affirmative Action Fellowships	2 days	Teachers revise writing curricula and teaching methodologies due to UCIWP training	Summer Institute Follow-up evaluation
"	To strengthen the critical thinking skills of students via the training of teachers	Carol Booth Olson, Coordinator, Project Radius	Workshop with Robert Sternberg: How Do We Teach Intelligence?	50 teachers from SAA schools, mixed ethnicity	1 day	Teachers infuse critical thinking strategies into curricula	Course evaluation
	To increase the writing skills of Santa Ana Unified School District students across the curriculum via the training of teachers	Brenda Borron, UCIWP Teacher/ Consultant	Writing Across the Curriculum course	25 Santa Ana teachers, mixed ethnicity	10 weeks	Non-English teachers use writing as a tool for learning	Course evaluation

*See page 1

Page 4R
Unit Project Radius
Date September 15, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
I. B. cont. To improve the academic performance of underrepresented SAA students in UCI service area schools	To strenthen the mathematics skills of K-8 teachers	Carol Booth Olson, Coordinator, Project Radius	Teaching Problem-Solving in Math and Science in the Elementary Classroom: A Workshop with Larry Lowery	35 SAA target school teachers, mixed ethnicity	1 day	Math and science teachers	Conference evaluation
"	To strengthen the college-prep English skills of SAA students via the training of teachers	Carol Booth Olson, Coordinator, Project Radius; John Hollowell, English Dept.; Shelley Greenberg, Project Accord	Subject A 1 Academic Writing Project - Diagnostic testing and follow-up conference	12 teachers from SAA target schools, mixed ethnicity	Testing plus one day	Teachers administer and receive back from UCI students' scored subject A exams	Program evaluation
	To strengthen the college preparatory foreign language skills of SAA students via training of teachers	Carol Booth Olson, Coordinator, Project Radius	Conference - Foreign Language Update	50 Foreign Language teachers from SAA target schools, mixed	1 day	Foreign language teachers are exposed to new techniques for teaching foreign languages	Course evaluation

*See page 1

Chart # 3

Page: 1

Unit. Teacher Education

Date: 9/15/86

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
.A evelop field experience/ utorial program / complete lide/video tape				Fall Quarter Tutoring			Winter Quarter Tutoring			Spring Quarter Tutoring		
				Production of recruitment materials								
B lace UCI student teachers n SAA target schools				Fall Student Teaching			Winter Student Teaching			Spring Student Teaching		
C areer days in SAA schools o provide OTE program nformation				Career Day programs delivered as requested by public schools								

Chart # 3

Page 2

Unit. Teacher Education

Date: 9/15/86

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
.A Celebrate UCI/Information booth										Celebrate UCI booth		
Student Teaching Center Open House										Open House		
Junior Day OTE/student panel discussion										Junior Day Panel		
OTE attends area professional meetings				Counseling sessions as scheduled by professional organizations								
Publication of materials to be shared with SAA students at large				Publication and distribution of OTE materials								
Student teaching in SAA schools				Fall Student Teaching			Winter Student Teaching			Spring Student Teaching		
I.A Sr. High School outreach & I.B Increase relationships between OTE and SAA Schools in Orange County				Fall Student Teaching/Tutoring			Winter Student Teaching/Tutoring,			Spring Student Teaching/ Tutoring,		

Chart # 3

Page 3

Unit. Teacher Education

Date: 9/15/86

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
I.A mmunity College liaison d outreach				Community College Counseling Sessions			Community College Counseling Sessions			Community College Counseling Sessions		
I.B ecial OTE counseling ssions for SAA students				UCI/SAA Counseling			UCI/SAA Counseling			UCI/SAA Counseling		

Page 4
Unit. Teacher Education
Date: 9/15/86

1986-87
Schedule of Activities

gram Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
IV.D. Enhance SAA students social adjustments				Enroll SAA Students in ED 100A			Ed 100B			ED 100C		
IV.E. Include issues of cultural diversity in learning				Offer Ed 100A Credit in culturally diverse classrooms								
							Ed 100B			ED 100C		
IV.F. Recruit UCI freshman into teaching				Enroll SAA Students in ED 197			Ed 197			ED 197		
				Clubs, Internships, etc.			Clubs, Internships, etc.			Clubs, Internships, etc.		

Page 5

Unit. Teacher Education

Date: 9/15/86

1986-87
Schedule of Activities

gram Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
V.E. OTE Contacts with classes having SAA populations							Ongoing OTE Contacts in classes					
V.F. Include issues of cultural diversity in learning				Offer ED 100A credit in culturally diverse classrooms			ED 100B			ED 100C		
V.G. Increase SAA Student enrollment and retention				Enroll SAA Students in ED 197.198,199			ED 197,198,199			ED 197,198,199		
V.H. Recruit UCI Sophomores into teaching				Clubs, Internships, etc.			Clubs, Internships, etc.			Clubs, Internships, etc.		

hart #1

Page 6

Unit. Teacher Education

Date: 9/15/86

1986-87
Schedule of Activities

rogram Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
VI.E. OTE contacts with SAA transfer students						Ongoing OTE Contacts in classes						
VI. F. Include issues of cultural diversity in learning				Offer Ed 100A credit in culturally diverse classrooms								
							Ed 100B					
										Ed 100C		
VI. G. Recruit Community College transfer students into teaching				Clubs, Internships, etc.								
							Clubs, Internships, etc.					
										Clubs, Internships, etc.		

Art #1

Page 7

Unit: Teacher Education

Date: 9/15/86

1986-87
Schedule of Activities

gram Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
VII D. Hold Special counceling and outreach sessions for SAA students							Ongoing OTE Contacts in Classes					
VII E. Include issues of cultural diversity in learning				Offer Ed 100A Credit in culturally diverse classrooms								
							Ed 100B					
										Ed 100C		
VII F. Recruit UCI sophomores into teaching				Clubs, Internships, etc.								
							Clubs, Internships, etc.					
										Clubs, Internships, etc.		

Chart #3

Page: 8

Unit. Teacher Education

Date: 9/15/86

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
VIII D. Hold special counceling and outreach sessions for SAA students				Counceling, and Outreach Programs; Ongoing OTE Contacts in classes								
VIII E. Assist SAA students re: admission to UCI teacher preperation program				Offer Ed 100A credit in culturally diverse classrooms			ED 100B			Ed 100C		
VIII F. Include issues of cultural diversity in learning				Clubs, Internships, etc.			Clubs, Internships, etc			Clubs, Internships, etc.		
VIII G. Recruit UCI sophomores into teaching												

Page: 1-R

Unit. Project Radius

Date: 9/15/86

1986-87
Schedule of Activities

gram Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Radius 1986-87 Activities			10 week course writing									
				10 week course writing								
				Conference writing			Conference ESL					
					Conference Mentor Teachers		Conference Math/ Science			Subject "A" Project		
					Saturday Workshops ESL							
						Renewal Meeting Writing Conference Critical Thinking					Conference Foreign Languages	
							10 week course writing/ literature	Conference				
								Conference Writing				

-146-

UNDERGRADUATE STUDIES

262

··Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Undergraduate Studies

Date: August 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did?	2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : Retention					1	2
- Objective #1: Identification of database for unaffiliated SAA students		X			1 We were not always able to determine SAA and therefore could not tag files and build database.	2 Insure we get accurate and timely listing of SAA unaffiliated students from admissions/Registrar in timely manner.
- Objective #2: Increase contact with SAA unaffiliated students				X	1 Made contact with many SAA unaffiliated students through letters, Brown Bag Series , Cross-Cultural Center, increase of SAA traffic in the office. Individual summer advising appointments with SAA students.	2 Continue positive efforts
- Objective #3: Increase retention of SAA unaffiliated students			X		1 Do not have tally of retention, but feel communication with units is good. Need accurate database to determine retention.	2 Further communication with units; create retention records.
- Objective #4: Increase academic advising to SAA students				X	1 Minority Peer Academic Advisors doing well in Biological and Social Sciences.	2 Continue efforts. The Peer Academic Advisors are a very ethnically diverse group.
- Objective #5:					1	2
- Objective #6:					1	2
- Objective #7:					1	2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also, please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit Undergraduate Studies

Date: August 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal # : Staff Development					1
					2
- Objective #1: Training to improve cultural awareness for peer advisors			X		1 Peer advisors attended cross-cultural advising workshops in fall; new peer advisors trained in Spring.
					2 Continue staff development.
- Objective #2: Attend SAA conference				X	1 Many Undergraduate Studies staff attend and participate in the SAA September conference.
					2 None.
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Unit: Undergraduate Studies
General Studies Advising

Date: August 1986

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal # : Outreach					1 2
- Objective #1: Outreach counseling to SAA population				X	1 Counseling at Cross-Cultural Center was very well-received; Directions For Your Future, through small SAA turnout, was good. We counseled only SAA students our first week of summer advising and had extended sessions with them. 2 Continue outreach efforts.
- Objective #2: Participate in SEOP				X	1 Academic advisors active in SEOP. 2 Continue efforts
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Unit: Undergraduate Studies

Date: August 1986

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal # : Curriculum Enhancement					1 2
- Objective #1: Continue to administer Cultural Diversity Funds				X	1 Proposals were evaluated and funds awarded as planned. 2 Continue efforts.
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Unit Undergraduate Studies - General Studies Advising
Date: August 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Retention	1. Identify database & chart progress of SAA unaffiliated students.		1. Maintaining filing system and charts.	SAA unaffiliated students		1. Maintain database for follow-up with academic units & students.	
	2. Increase contact with SAA Unaffiliated students.		2.-mid-quarter contact with SAA students through letters/phone -counseling in Cross-Cultural Center -Brown Bag Series	SAA unaffiliated students		2.-increase contact -increase retention by getting more information to them and helping them select programs & identify problems.	2.-#of contacts -# of referrals -retention
	3. Increase retention.		3.Work with units & students to determine SAA students in need of assistance;i.e.probation.	SAA unaffiliated by major		3.-increase information & contact with SAA unaffiliated students. -increase retention.	3. Retention rate
	4. Increase academic advising to SAA.		4.Maintain minority Peer Advisors.	SAA students		4.-retention -increase contact	
	5. Increase contact with new unaffiliated SAA students.		5.Special Summer Advising Sessions for new SAA unaffiliated students.	SAA students		5. Increase success rate & retention.	

Unit Undergraduate Studies - General Studies Advising

Date: August 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Staff Development	1. Training to improve cultural awareness for Peer Advisors		1. Attendance at workshops in areas of cultural awareness & EOP/SAA as needed.	Peer Advisors		1. Peer Advisors will learn more about EOP/SAA programs & become more aware of cultural differences.	
	2. Training to improve cultural awareness of Academic Counselors.		2. Attendance at conferences/workshops in areas of cultural awareness & EOP/SAA as needed.	Academic Counselors		2. Academic Counselors will continue to develop cultural awareness.	
Outreach	1. Outreach counseling to SAA population.		1.-counseling at Cross-Cultural Center -Directions For Your Future -Assist with Explore & Discover UCI as requested -Assist with Peer Counseling & Training Symposium as requested.				
Curriculam Enhancement	1. -Continue to administer Cultural Diversity Awards	Dean, Undergraduate Studies	1. Invite proposals & award funds to courses & programs that broaden the ethnic/cultural awareness of undergraduates.	Faculty/ Staff	Yearly	1. Development and funding of prgrams that increase the awareness of cultural diversity.	

Unit ______________________

Date: ______________________

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	2. Increase SAA participation in Education Abroad Program	Coordinator, EAP	1. Increase recruiting. 2. Hiring of a student intern.	Students		Increase number of SAA students participating in EAP.	

Chart #3

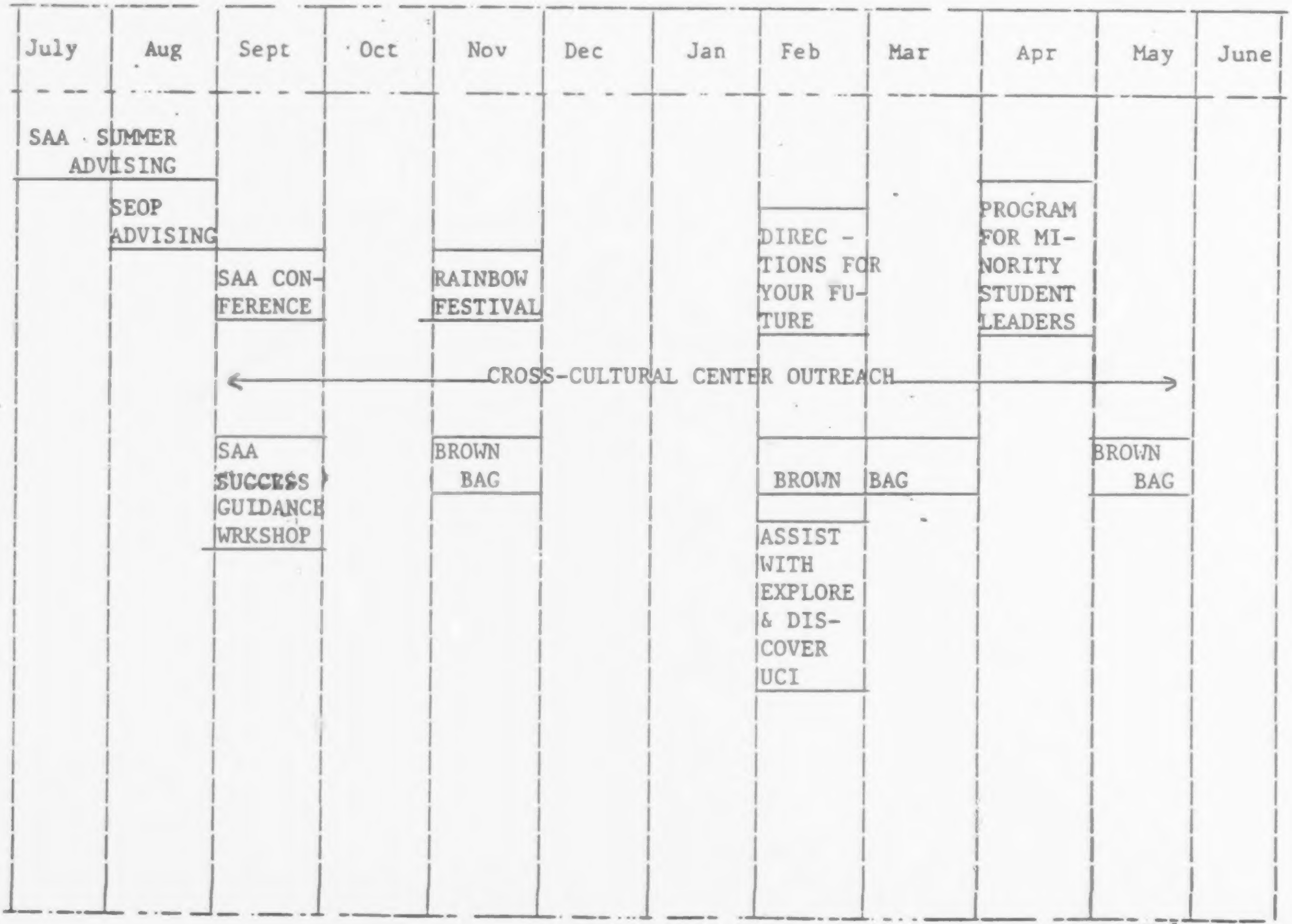
Page ____________

Unit. Undergraduate Studies
General Studies Advising

Date: August 1986

1986-87
Schedule of Activities

Program Activities/Events



C. ACADEMIC RETENTION UNITS

Academic Counselors

Affirmative Action

Division of Graduate Studies and Research

Learning Skills Center

Program of Academic Support Services

Special Services

Tutorial Assistance Program

ACADEMIC COUNSELORS

Unit Academic Counselors

Chart #2

Date: September 30, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV-VIII, all	To develop follow-through programs on counseling culturally different students	Munoz, Ramon Romero, Dan Schnaubelt, Marianne	Develop and schedule workshops for the academic counselors for counseling the culturally different	Academic Counselors (all)	Once a year	Increased understanding of SAA students and ability to pro- effective counseling services for them	As reported on evals. Increased utilization of academic counselors by SAA students
IV and VI, all	To provide effective academic counseling to SEOP participants	Special Services and Academic Counselors	SEOP '87 academic counseling sessions	SEOP SAA students	Summer '87	Better informed SEOP SAA students in the areas of majors, degree requirements, course selection, and University policies procedures	Increased number of SEOP/SAA students receiving academic counseling and their chances of receiving a full and appropriate schedule
IV and VI, all	To assist students with the transition to the University	Munoz, Ramon Pepke, Priscilla Ayala, Kimberly Rivers, Christina	Orientation Week Success Guidance Workshop for EOP/SAA students	New SAA students	O-Week	Provide information to new SAA students about UCI's support services. Introduce them to faculty and staff. Facilitate their transition to the academic year by assisting their academic, social, and cultural adjustment	Increase in utilization of counseling and support services by SAA students. Monitoring by the academic units of end-of quarter GPAs and progress toward fulfillment of degree requirements.

Unit Academic Counselors

Chart #2

Date: September 30, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV-VIII, all	To develop follow-through programs on counseling culturally different students	Munoz, Ramon Romero, Dan Schnaubelt, Marianne	Develop and schedule workshops for the academic counselors for counseling the culturally different	Academic Counselors (all)	Once a year	Increased understanding of SAA students and ability to pro- effective counseling services for them	As reported on evals. Increased utilization of academic counselors by SAA students
IV and VI, all	To provide effective academic counseling to SEOP participants	Special Services and Academic Counselors	SEOP '87 academic counseling sessions	SEOP SAA students	Summer '87	Better informed SEOP SAA students in the areas of majors, degree requirements, course selection, and University policies procedures	Increased number of SEOP/SAA students receiving academic counseling and their chances of receiving a full and appropriate schedule
IV and VI, all	To assist students with the transition to the University	Munoz, Ramon Pepke, Priscilla Ayala, Kimberly Rivers, Christina	Orientation Week Success Guidance Workshop for EOP/SAA students	New SAA students	O-Week	Provide information to new SAA students about UCI's support services. Introduce them to faculty and staff. Facilitate their transition to the academic year by assisting their academic, social, and cultural adjustment	Increase in utilization of counseling and support services by SAA students. Monitoring by the academic units of end-of quarter GPAs and progress toward fulfillment of degree requirements.

Unit Academic Counselors

Chart #2

Date: September 30, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV-VIII, all	To develop follow-through programs on counseling culturally different students	Munoz, Ramon Romero, Dan Schnaubelt, Marianne	Develop and schedule workshops for the academic counselors for counseling the culturally different	Academic Counselors (all)	Once a year	Increased understanding of SAA students and ability to pro- effective counseling services for them	As reported on evals. Increased utilization of academic counselors by SAA students
IV and VI, all	To provide effective academic counseling to SEOP participants	Special Services and Academic Counselors	SEOP '87 academic counseling sessions	SEOP SAA students	Summer '87	Better informed SEOP SAA students in the areas of majors, degree requirements, course selection, and University policies procedures	Increased number of SEOP/SAA students receiving academic counseling and their chances of rec- eiving a full and appropriate schedule
IV and VI, all	To assist students with the transition to the University	Munoz, Ramon Pepke, Priscilla Ayala, Kimberly Rivers, Christina	Orientation Week Success Guidance Workshop for EOP/SAA students	New SAA students	O-Week	Provide information to new SAA students about UCI's support services. Introduce them to faculty and staff. Facilitate their transition to the academic year by assisting their academic, social, and cultural adjustment	Increase in utilization of counseling and support services by SAA students. Monitoring by the academic units of end-of quarter GPAs and progress toward fulfillment of degree requirements.

AFFIRMATIVE ACTION

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: AFFIRMATIVE ACTION

Date: December, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal # :					1 Communication With Parents Who Have No Previous Experience With Or Knowledge Of Higher Education.
					2
- Objective #1:					1
					2
- Objective #2:					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in V III of the UCI SAA Five Year Plan (green cover Also please use one of th sheets for each of your unit's goals

Unit Affirmative Action

Chart #2

Date: December, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	First Generation College Parent	Carla R. Espinoza	Inform Minority parents of the critical role they play in the prepatation of their children for college enrollment. Advise them of the many instances in which they can serve as support systems for their children and contribute to their academic success.	Parents of minority Jr. High School students in the San Gabriel & Pomona/Walnut area. Most of the parents have had no previous experience with a knowledge of higher education.	This program will be continued	The expected outcome was merely that some trust building be done with parents, and that in the process of building trust between parents and "higher education" that parents would be more willing to take an active role in the planning and execution of plans for their children's education. We anticipated a small stable group of parents. What we still experience is a very small core group of mothers, who act as coordinators. The largest participation comes from parents who attend sessions sporatically.	See attache letters

Chart #3

Page ______________

Unit. Affirmative Action

Date: December, 1986

1986-87
Schedule of Activities

Program Activities/Events

July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
			Pasadena School District	Pomona School Distr.	West Covina School District	Walnut School District	Anaheim High School	Montrovia School District		Baldwin Park School District	

DIVISION OF GRADUATE STUDIES AND RESEARCH

Char

Page 1

Unit: Graduate Studies

Date: December 8 1986

1986-87

Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Workshops: - Graduate Education - Application Process				X	X	X	X			X	X	
Individual Counseling - Graduate Education - Application Process				X	X	X	X	X	X	X	X	X
Graduate Education Minicourse							X	X	X			
Graduate Information Day				X								

Chart #1

Page 2
Unit: Graduate Studies
Date: December 8, 1986

ASSESSMENT SHEET FOR 1985-86 ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during but were not planned prior to the start of the school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1986-87	Is This Activity Worthy of Campus-Wide Replication?
1. Workshops						
Graduate Education	To provide UCI undergraduates comprehensive info on grad. education	UCI SAA students	Objectives and outcomes identical	yes	yes	yes
Application Process	To provide gral. and specific info on applying to graduate school	UCI SAA students	Objectives and outcomes identical	yes	yes	yes
2. Individual Counseling						
Graduate Education	Provide students individualized detailed info and advise on both grad. ed. and the application process	UCI SAA students	Objectives and outcomes identical	yes	yes	yes
3. Minicourse	Same as 1 & 2. More extensive and intensive	UCI SAA students	Objectives and outcomes identical	yes	yes	yes
4. Grad. Info. Day	Provide intro to graduate ed opportunities	UCI SAA students	Objectives and outcomes identical	yes	yes	yes

Page 3

Unit: Graduate Studies and Research

Date: December 8, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
1.	To provide UCI undergraduates comprehensive info. on grad. education	John Martinez Ken Matsuura	Graduate Education Workshops	UCI SAA students	Periodically throughout year	Increase knowledge about grad. ed.	No formal outcome measures though monitoring application rate of UCI SAA students would be informative
2.	To provide general and specific info. on grad. school application process	"	Individual Counseling		throughout year	Increased application rate	
			Minicourse on grad. ed.		winter quarter	same	pre- and post-tests
3.	Individual counseling same info. as 1 & 2 offered individually	"	Graduate Info. Day		Fall quarter	same	
4.	Provide introduction to grad. ed. opportunities						

PROGRAM OF ACADEMIC SUPPORT SERVICES

295

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Unit: PASS

Date: 11-5-86

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : Retention					1 Retention rates for SAA participants in Pass programs are unavailable pending completion of undergraduate studies student tracking system.
- Objective #1: Increase Retention		N/A			2 Program efforts are aimed at increasing freshmen-sophomore retention.
- Objective #2: Conduct Research/ Evaluation		X			1 We are doing a fair amount of research and evaluation.
					2 When the tracking system is completed, our capabilities will increase.
- Objective #3: Placement Testing			X		1 Many improvements have been made in the testing program.
					2 Refinements in scheduling.
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also, please use one of these worksheets for each of your unit's goals.

Unit: Program of Academic Support Services

Chart #2

Date: November 5, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
. Re- ntion	Increase student retention through academic support services.	PASS Director in coordination with Director TAP and Director LSC.	1. Course adjuncts 2. Workshops coordinated with academic courses. 3. Small group tutoring. 4. General skills development workshops. 5. Individual counseling.	ALL SAA students	Some quarterly, some weekly depending on activity.	Increase persistence	Persistence data
. Re- ntion		PASS Director working with academic units.	1. Math 1A-1B 2. Social Science Reading and Statistics adjuncts.	SAA students	Meetings twice a week.	Increase persistence and grades in specific courses.	Monitor and track grades and GPA.
. Re- ntion	PASS Research and Evaluation Program.	PASS Director	1. Evaluation of PASS programs. 2. Development of student database for PASS services. 3. Forward Research studies.	All students	Variable	Information	Data and reports

Unit: Program of Academic Support Services

Date: November 5, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
. Re-ntion	1. To assist SAA students in assessment of their academic learning needs. 2. To encourage SAA students to address academic weakness in their first quarter of enrollment. 3. To orient academic counselors to the assessment process and in the effective utilization of data.	PASS Director and PASS Testing Coordinator	1. Assessment of skill level in English composition, chemistry mathematics, intermediate algebra, precalculus, reading and ESL. 2. Provide current results to academic counselors and students.	All new freshmen and transfer students	Testing in May thru September	1. Assessment data distributed to academic counselors for student counseling, placement, and referral.	1. Program implementation and distribution of data. 2. Review of student participation in PASS services to which they are referred. 3. Identification for joint PASS/ academic unit programs to address preparatory skills instruction.

Unit: Program of Academic Support Services

Chart #2

Date: November 5, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	4. To provide academic units and PASS with necessary data to address student under preparation.					2. Students had results and good sense of their strengths and weakness in relation to UCI course requirements. 3. Academic units and PASS utilized the information in academic planning and curricular development.	4. Outcome of assessment of LSC and TAP activities under their goals/ objectives (see their individual listing). 5. Feedback from academic units.

Chart #3

Page 1

Unit: Program of Academic Support Services

Date: November 5, 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Student Placement Testing	X	X	X								X	X
Workshops, Adjuncts, Tutoring, etc.	X	X	X	X	X	X	X	X	X	X		
Information, Research and Development	X	X	X	X	X	X	X	X	X	X	X	X

LEARNING SKILLS

306

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Learning Skills

Date: August 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal # : Assist students in gaining admission to graduate school			x		1 While number of SAA students receiving assistance in writing the statement of purpose for graduate school increased, the number of hours of participation in programs to prepare for graduate entrance exams decreased slightly.
					2 Better publicity to SAA upperclassmen through mailing. Better referral by academic advisors.
- Objective #1:					1
					2
- Objective #2:					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). [illegible]

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Learning Skills

Date: August 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal # : Increase academic success and retention rate of SAA students					1
					2
- Objective #1: Increase in use of support services by SAA students				x	1 Increase in number of SAA students using LSC of 25% and in number of hours of use of 54% over 1984-85
					2 1986-87 plan for better outreach through publicity to student organizations and through stable programs at Cross Culture Center coordinated with director and with students organizations using CCC
- Objective #2: Development of skills necessary for success in academic courses			x		1 Do not compare pre- and post-GPAs. Most students are freshmen and high school GPAs are not reliable indicators. Many programs are not discipline or course-specific. However, students report on evaluations that LSC programs have been instrumental in grade improvement.
					2 Future evaluation plans include tracking of SAA students over several quarters. Still there are many variables
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

Unit Learning Skills Center

Chart #2

Date: August 27, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Academic success & retention	develop skills and increase GPA increase use of support service	director & staff	1. reading skills assessment		as needed	increase in # of students in good academic standing, improvement in GPA, development of confidence in potential for academic success, development of responsibility for seeking academic support	student and faculty evaluations statistics on use of service look at retention and GPA of SAA student who have used LSC for three or more quarters
			2. critical reading and vocabulary classes		weekly		
			3. chem/math pre-test prep. workshops		spring quarter		
			4. adjuncts to Chem 10 & 1A; Math 1, 2A, 2B; Soc. Sci. 7, 11; Hum. Core		weekly		
			5. Ind. assistance and workshops for English 39A,B,C		daily		
			6. Pre-Chem 10 wkshops		weekly		
			7. study skills programs for SAA athletes		weekly		
			8. special programs in reading, writing, study skills at Cross Culture Center		weekly		

Unit Learning Skills Center

Chart #2

Date: August 27, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Future education & career options	assist SAA students in gaining admission to graduate school	director & staff	1. MCAT prep. classes through BioSci		weekly	increase in # of students applying to and being accepted in grad. school	
			2. Grad. exam prep classes (GMAT, GRE, LSAT) Classes for CBEST		weekly		
			3. Ind. assistance and wkshops in writing statement of purpose		daily		
			4. Mini-course in grad study (Special Services' credit program)		6 weeks (winter)		

Chart #3

Page 5

Unit. Learning Skills Center

Date: August 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Academic success and retention programs				x	x	x	x	x	x	x	x	x
Grad School admission programs				x	x	x	x	x	x	x	x	
mini-course in grad study								x				

TUTORIAL ASSISTANCE PROGRAM

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Tutorial Assistance

Date: November 17, 1986

Rating Scale
1 - Very Poor
2 - Average
3 - Above Average
4 - Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : To increase academic success and retention rates of SAA students.			X		1 Although the overall number of SAA students participating in 2 tutoring during the 1985-86 academic year was lower (473) than
- Objective #1: To increase SAA student participation and retention in peer tutoring.					1 it was during the 1984-85 academic year (537), an increased 2 number of Chicano students (156) - 1984-85 - (169) - 1985-86 participated
- Objective #2:					1 in tutoring this academic year. Percentage wise, SAA students had a 2 slightly higher (24.9%) participation rate during the 1985-86 academic
- Objective #3:					1 year than SAA students during the 1984-85 academic year (23.7%). 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #2

Unit: Tutorial Assistance

Date: November 17, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
To work cooperatively with the director of the CCC and student leaders of the CCC in providing tutorial assistance to students who are members of the CCC sponsored organizations.	To increase SAA students participation rates in peer group tutoring.	TAP staff director Dr. Rick Turner.	Provide peer group tutoring.	Members of student organizations the majority of whom are SAA members in the CCC.	Monday through Thursday. Four days a week for two hours per day through the academic year.	We expect SAA students to feel more comfortable in tutoring sessions that are held in the CCC and hence to be more inclined to participate fully in tutoring. Retention of SAA students in courses tutored and in tutorial sessions is also expected to improve.	Longitudinal investigation (two years) of SAA student participation and retention in courses tutored and in tutorial sessions.

[illegible]

Unit: Tutorial Assist

Date: November 17, 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Individual and Peer Group Tutoring				X	X	X	X	X	X	X	X	X
Publicity/Outreach			X	X	X	X	X	X	X	X		
SEOP (peer group tutoring)	X	X										
Student Evaluation					X				X			X
Program Reports					X		X					X
Final Report			X									

SPECIAL SERVICES

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit SPECIAL SERVICES

Date 9/4/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
1. Goal # : IV. FRESHMAN A, B, C, D, E, F, G			X		1 Our goal is to make all freshman reliant self learners by the end of first year, only partially successful due to staff shortage
					2 Be at full staff--Increase freshman outreach effort
- Objective #1: A 1, 2, B, C,					1 No tracking system in place to provide this data
					2 Develop tracking system this year
- Objective #2: D 1, 2, 3			X		1 Our programming in this area has been well attended and evaluated
					2 Continue to collect data and evaluate
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit SPECIAL SERVICES

Date 9/4/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS					1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4		
1. Goal # : V. SOPHOMORES A, B, C, D, E, F, G		X			1	Sophomores continue to provide biggest challange as many drop out or transfers in the fourth quarter
					2	Work with students going into second year during summer
- Objective #1: A 1, 2, 3,					1	No tracking system to provide this data
					2	Develop tracking system to provide this data
- Objective #2: D 1, 2, 3			X		1	Programming has been well attended and evaluations positive
					2	Develop a good transition program from first year adjustment to reliant self learner
- Objective #3: E 1, 2, 3				X	1	Many efforts in their areas have been very successful--Students especially SEOPers are influencing all areas of university
					2	None
- Objective #4:					1	
					2	
- Objective #5:					1	
					2	
- Objective #6:					1	
					2	
- Objective #7:					1	
					2	

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit SPECIAL SERVICES

Date 9/4/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal # : VII. JUNIORS A, B, C, D, E			X		1 Special Services picks up juniors in an effort to begin to prepare them for graduation and graduate study
					2
- Objective #1: A 1				X	1 SAA junior GPA is now comparable to all juniors
					2 Continue same efforts
- Objective #2: A 2					1 No data
					2
- Objective #3: B 1				X	1 Current rate is now over 50%
					2 More staffing and funds from SAA
- Objective #4: C 1				X	1 SAA junior retention vote continues very high
					2
- Objective #5: D 1, 2, 3				X	1 SAA students are assimilated into all areas of the university and many in leadership roles
					2 Increase impact of graduate studies mini-course
- Objective #6: E 1, 2				X	1 Grad-Studies mini-course is producing more grad school application
					2 SAA funds for this effort--none to date
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also, please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: SPECIAL SERVICES

Date: 9/4/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal # : VI. COMMUNITY COLLEGE TRANSFERS A, B, C, D, E			X		1 Special concern of the Director who personally sees all transfers
					2 Have all staff members work with transfers
- Objective #1: A 1, 2					1 No data to evaluate
					2
- Objective #2: B, C				X	1 In this area, transfer students are doing very well once they are provided direction
					2 Have a more comprehensive Comm. College transfer logs
- Objective #3: D 1, 2, 3,		X			1 Transfers do not adjust or adapt system readily
					2
- Objective #4: E 1, 2, 3				X	1 Transfer program emphasizes career choices and follow-up
					2 Continue to monitor and work with CPPC
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: SPECIAL SERVICES

Date: 9/4/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did?.	2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : VIII. SENIORS A, B, C, D, E, F, G, H				X	SAA and SEOPers are graduating at same rate as regularly admitted cohort	More staff---more resources---SAA funds
- Objective #1: A 1, 2				X		
- Objective #2: B 1, 2					No data	
- Objective #3: C 1				X	Current rate continues to be above 50% for SAA students	Strengthen quarterly workshop offerings
- Objective #4: D 1, 2, 3					SAA students are assimilated and utilizing services and are visable in all areas of the university	Develop programs for faculty and staff to interface with successful seniors to provide feedback and sensitivity to faculty and staff
- Objective #5: E 1, 2, 3						
- Objective #6: F					Graduate mini-course is producing outstanding results	Monitor graduates for feedback
- Objective #7:						

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Unit SPECIAL SERVICES

Chart #2

Date: 9/4/86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV V VI VII VIII	To increase all EOP/SAA students utilization of Special Services Programming and services To increase all EOP/SAA students utilization of all support programs To increase academic retention of all EOP/SAA and disadvantaged students at UCI	J. Adam Maestas Director Special Services	Assestment testing	10 Native Am	May-Aug	Obtain base data on all entering Freshmen Enhance basic skills, provide orientation, and assist adjustment into UCI Orientation Academic Support & retention of EOP/SAA students in Engineering & ICS Assist students to make choice to attend graduate studies & assist in process To increase retention & graduation rate of all EOP/SAA students	1) # of students participating in program 2) Shift in GPA 3) # of students of disqualification & probation 4) # applying to graduate school 5) # graduating
			SEOP	274 Asian	July-Aug		
			Orientation Success Guidance Workshop	180 Black	Sept--O-Week		
			ECSEL	291 Hispanic	Sept-June		
			CAPP	103 White	Sept-June		
			Monitoring	808 TOTAL	Year Round		
			Workshops		F-W-S		
			Graduate Studies mini-course		Winter		
			Referral Services		All Year		
			Tutorial Services		Sept-June		
			Outreach		All Year		
			Counseling Services		All Year		

Chart #3

Page

Unit. SPECIAL SERVICES

Date: 9/4/86

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Assessment Testing	<--	--	-->								<--	-->
SEOP	<--	-->		X				<--	--	--	--	-->
Orientation	X		X									
Monitoring (Probation/ disqualification)	(Disqualification) <-- (Probation)	-->		<--	--	--	Monitoring --	--	--	--	--	-->
Workshops (Fall, Winter, Spring)				X			X			X		X
Referral Services	<--	--	--	--	--	--	--	--	--	--	--	-->
Tutorial	<--	--	--	--	--	--	--	--	--	--	--	-->
Outreach			<--	--	--	--	--	--	--	--	--	-->
ECSEL			<--	--	--	--	--	--	--	--	--	-->
Counseling Services	<--	--	--	--	--	--	--	--	--	--	--	-->
Exit Interviews	<--	--	--	--	--	--	--	--	--	--	--	-->
Reports & Proposals		<--	--	--	--	--	--	--	--	--	-->	
Graduate Studies mini-course							<--	-->				
CAPP			<--	--	--	--	--	--	--	--	--	-->

D. OUTREACH UNITS

Admissions

EOP/SAA-Outreach

- Early Outreach
- Immediate Outreach

Project Radius

Relations with Schools and Colleges

331

ADMISSIONS

Unit: OFFICE OF ADMISSIONS

Date: November 1986

Chart One

UCI SAA PROGRAM ACTIVITIES 1986 - 1987

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
		Admissions Management; Academic Affairs; Academic Senate; Academic Units	Address policy and political issues regarding use of differential selection criteria by ethnicity in retaining applicants in impacted majors	Policy-making bodies	On-going	Determing whether it is in UCI's best interest, of that of students and of the public, to select students by factors which predict performance best by ethnic background	Improved retention and performance of students selected for impacted majors. Improved public acceptance of processes involved
		Admissions Management; Admissions Information System Technical Staff	Continue to research factors related to student performance by ethnic and other social backgrounds	Policy bodies; other units	On-going	Better communication to students of the actual nature of an academic program relative to their academic characteristics	Improved alignment with and retention in, academic programs among SAA students
	Lessen negative impact of admission testing requirement on students whose test-taking skills are likely to be deficient	Management; Counselors	Personal contact with applicants whose test scores are adversely affecting eligibility, but could be improved. Encourage repeats of tests. Offer institutional testing to SAA applicants whose eligibility might be achieved by improved performance	Applicants ineligible because of test scores	After evaluation	Less loss of eligibility due to test scores too low for a given GPA	More eligible applicants among SAA
		Management; counselors	Review and address policy on No Decision, as it relates to F86 requirements	No decision applicants	Nov. 1985	Earlier decisions for some applicants	More eligible applicants, or possibly better pool of special action candidates

Unit: OFFICE OF ADMISSIONS

Date: November 1986

Chart One

UCI SAA PROGRAM ACTIVITIES' 1986 - 1987

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
II.A	Increase # under-represented students motivated toward	Management, counselors	Participation of Admissions professional staff in panels, presentations, and meetings sponsored by other organizations	Uncommitted SAA students	As requested or available	Invitations to make professional presentations and present information from the Admissions perspective	Difficult. Continued contact by SAA students with Admissions staff whom they may have encountered in such a situation
II.D.4	Increase # underrepresented students who apply to UCI	Admissions Management; Admissions Information System Technical Staff Certain implementation might best be in the hands of an SAA unit	Monitor ATP test score report tapes as to existence of test score record without a UCI application. Follow up with applicant	Non-applying SAT-takers	As score report tapes are processed	Acknowledge receipt of a test score report and ensure that an application is forthcoming, if the student is not already a UC applicant	No unaccounted-for SAA test score reports
		Admissions counselors	Early evaluations in target schools and colleges	SAA applicants	First 3 months of Fall cycle	Applicants better informed of status	Increased awareness and follow-up activities in target schools
		Management, technical staff	Revision of reports as needed. Downloading of SAA and ethnic data to SAA staff microcomputers. Technical assistance for Housing system.	EOP,SAA, Housing staffs	Ongoing	Improved communication. Heightened awareness of characteristics and potential characteristic of aggregate students in a major or other program Ability to design outreach and retention activities more precisely.	Fewer ad hoc requests. Increase in number of focused programs by interfacing units. Improved yield and retention of SAA students due to those efforts

Chart #3

Page 1

Unit. ADMISSIONS

Date: 11/10/86

1986-87
Schedule of Activities

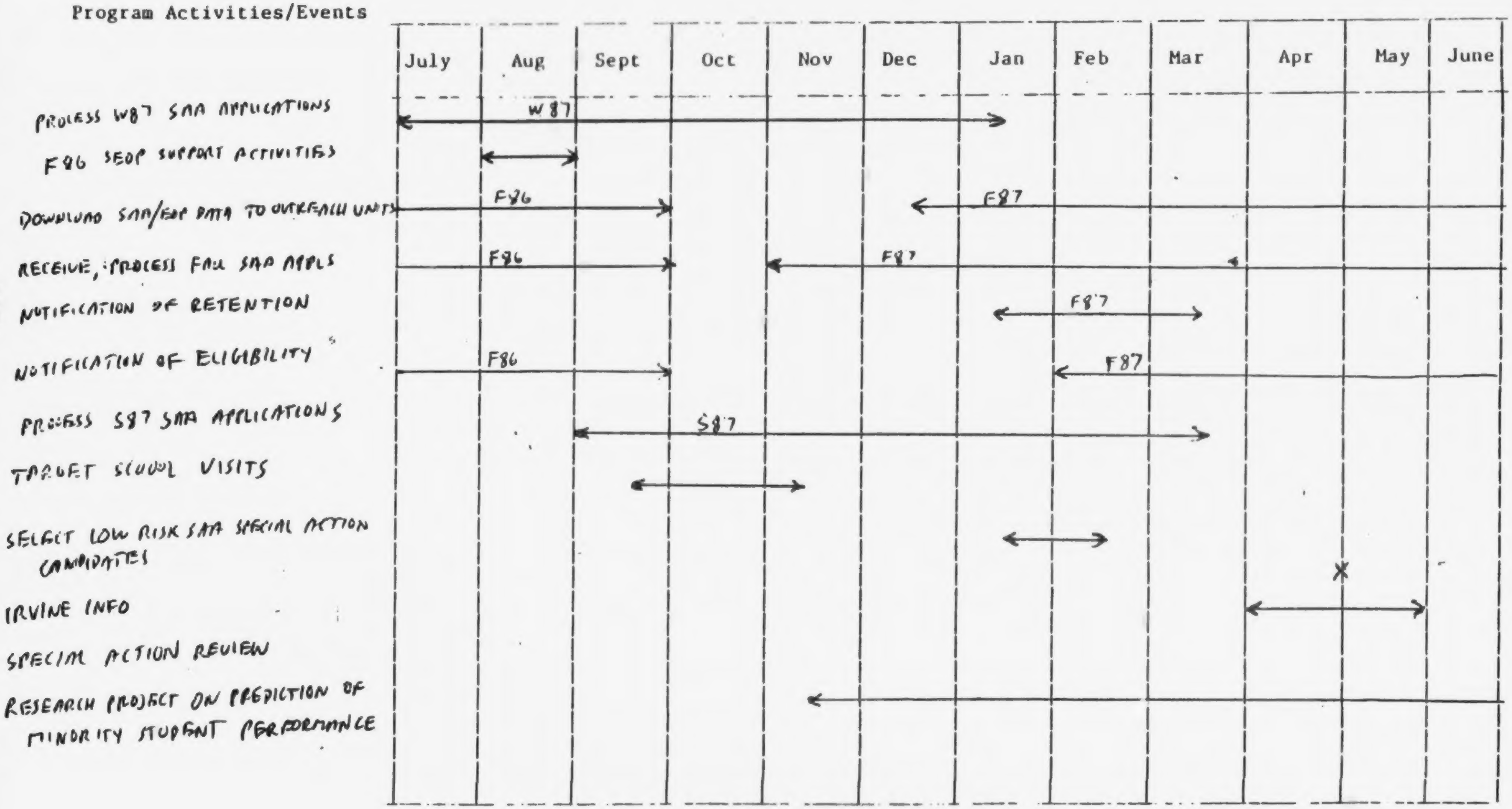


Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ADMISSIONS

Date: 11/10/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : INCREASE THE NUMBER OF UNDERREPRESENTED STUDENTS MOTIVATED TOWARD POSTSECONDARY EDUCATION		✓			1 THOUGH OPPORTUNITIES ARE LIMITED, STAFF ARE EAGER AND EFFECTIVE AT MOTIVATING PROSPECTIVE STUDENTS 2 MORE OPPORTUNITIES TO ADDRESS PROSPECTIVE SAA APPLICANTS ON EDUCATIONAL PLANNING.
- Objective #1: ENSURE NONADMITTED STUDENTS ARE AWARE OF CONDITIONS UNDER WHICH THEY MIGHT LATER BECOME ELIGIBLE				✓	1 DESPITE WORKLOAD RAMIFICATIONS, AND NEW UC PROCEDURES, INELIGIBLE APPLICANTS HAVE BEEN FORMALLY DEFERRED 2 SCHEDULING EVALUATIONS SO DEFERRALS OF ORIGINALLY UNQUALIFIED CAN TAKE PLACE EARLIER.
- Objective #2: LESSEN NEGATIVE IMPACT OF ADMISSION TESTING REQUIREMENT ON STUDENTS WHOSE TEST-TAKING SKILLS ARE LIKELY TO BE DEFICIENT.			✓		1 ATTITUDES REGARDING TESTING ARE SUPPORTIVE; MANNING OF TEST CENTER IS ETHNICALLY DIVERSE. 2 SAA TEST TAKERS DO NOT FREQUENT THE UCI ATP TEST CENTER SITE.
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also, please use one of these worksheets for each of your unit's goals.

[illegible]

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ADMISSIONS

Date: 11/10/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal # : IMPROVE THE YIELD AND ELIGIBILITY OF SAA APPLICANTS				✓	1 EXCEPTIONAL CARE HAS BEEN GIVEN TO PROCESSING AND SECOND REVIEW OF SAA APPLICANTS. 2 CAMPUS CAN DEVELOP MORE COMPREHENSIVE SUMMER PROGRAMS FOR STUDENTS WHO ARE UNDERPREPARED
- Objective #1: ENHANCE THE ABILITY OF OTHER UNITS TO PROVIDE YIELD AND RETENTION SERVICES.				✓	1 ADMISSIONS DATA, ANALYSIS AND OTHER SUPPORT OF OUTREACH ACTIVITIES ARE EXCELLENT. 2 DEVELOPMENT OF STANDALONE DATA BASE FOR MANAGEMENT AND RESEARCH PURPOSES.
- Objective #2: IMPROVE FAIRNESS AND FACE VALIDITY OF SELECTION PROCEDURES			✓		1 PREPARED SAA CANDIDATES ARE ADEQUATELY IDENTIFIED AND SELECTED BY ONE MEANS OR ANOTHER. 2 INTENSIFY ADMISSIONS RESEARCH ON PATTERNS OF PREDICTION FOR SAA STUDENTS
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ADMISSIONS

Date: 11/10/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : ENHANCE THE RETENTION OF SAA STUDENTS		✓			1 WHILE RETENTION IS IMPROVING PRECISE REASONS ARE NOT CLEARLY RELATED TO ADMISSIONS PRACTICES
					2 AS RESOURCES ALLOW WE WANT MOVE AHEAD WITH OUR EARLY WARNING SYSTEM RESEARCH.
- Objective #1: EVALUATE SERVICES RELATED TO ACADEMIC PERFORMANCE AND RETENTION.		✓			1 OBSTACLES TO THE KIND OF RESEARCH ADMISSIONS SHOULD BE PERFORMING LESSEN EFFECTIVENESS.
					2 DIVERSION OF RESOURCES INTO COMPUTING EQUIPMENT AND SOFTWARE FOR ANALYSIS
- Objective #2:					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Admissions

Date: 11/10/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal # : INCREASE THE NUMBER OF UNDERREPRESENTED STUDENTS WHO APPLY TO UCI				✓	1 SAA APPLICATIONS INCREASED AS A FUNCTION OF MULTIPLE FILING
					2 A DECREASE COULD RESULT FOR F87. WE MUST MITIGATE IMPRESSION UCI MIGHT BECOME DANGEROUSLY SELECTIVE.
- Objective #1:					1
					2
- Objective #2:					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your

EOP/SAA--OUTREACH

EOP/SAA--OUTREACH

Prologue

The fundamental mission of our office is focused on the identification, preparation, and recruitment of SAA and low-income students for enrollment in higher education. For this reason, every endeavor we undertake is related to the SAA Five Year Plan. In May 1986 Executive Vice Chancellor William Lillyman, as part of his ongoing efforts to create a campus-wide commitment to Student Affirmative Action, requested a written report from the campus managers regarding their 1985-86 efforts and plans to enhance activities in 1986-87. We include excerpts of our response as a prologue to the SAA Plan charts. We believe this will provide valuable insight into our office's role in the overall SAA Plan, and complement the information reported in the chart formats that follow.

The EOP/SAA--Outreach Office response to Lillyman's report request is divided into the seven following sections:

I. Exemplary Activities for the Preparation, Recruitment, and Enrollment of SAA Students

II. Assessment of Program Success

III. Plans to Enhance Program SAA Efforts

IV. Organizational Structure and Data Management System

V. EOP/SAA Program Participants and Ethnic Breakdown

VI. EOP/SAA Staffing Plan and Ethnic Composition

VII. Recommendations for Enhancement of Campus-Wide SAA Efforts

The attachments noted in the text are available upon request.

I. EXEMPLARY ACTIVITIES FOR THE PREPARATION, RECRUITMENT, AND ENROLLMENT OF SAA STUDENTS

The fundamental mission of our office is focused on the identification, preparation, and recruitment of SAA and low-income students for enrollment in higher education. For this reason, we will only comment on those programs and activities which have received recognition and are deserving of mention as exemplary efforts.

A. The UCI SAA Five Year Plan

The SAA Plan, which is the overarching framework guiding the development of a campuswide commitment to SAA goals, in our opinion, is an exemplary organizational strategy that deserves full administrative and fiscal support to enable it to complete the vision it presents for UCI as a world class institution committed to excellence and diversity. EOP/SAA Outreach Office plays a pivotal role in coordinating with other offices and academic units that have responsibility for functions critical to successful completion of SAA enrollment goals.

B. STEP: A Model of Intersegmental Collaboration

In the Fall of 1984 the Early Outreach programs underwent a fundamental structural reorganization. Prior to this change, service delivery to targeted students in the schools was primarily the responsibility of UCI students supervised by UCI staff program officers. The new "professional" model, which employed three new full-time staff at key transition points and one new parents coordinator, has strengthened the foundation of student-centered activities in the schools upon which the STEP model has grown. With external funding from the California Academic Partnership Program (CAPP) received in January 1985, the concept of the original STEP Faculty Forums (Spring 1983) has evolved to encompass both curricular and teacher renewal strategies within a matrix of intersegmental collaboration. The STEP Administrative Council, a formal body of representatives from each of the participating partner institutions, has been actively exploring the question, "to what extent can inter-institutional collaboration improve academic preparation of students within a specific school district?" The project has received recognition as a model program from The College Board Project EQuality Program Models and has established a foundation of outstanding relationships with UCI campus-wide units and the Santa Ana Unified School District administrators and teachers. (Please see the 1985-86 Final Report, Attachment 1.)

C. Black Community Initiative

As part of EOP/SAA's focus on outreach to the black community, we initiated a series of special workshops in the Carson/Compton area. The strategy being implemented is a series of workshops focused on bringing together educational, community and church leaders to share information and design more effective approaches to informing, preparing and eventually enrolling black students into higher education. Two workshops have been completed and the third is scheduled for October 16, 1986 at the Carson Community Center. (Please see attached reports and Rainbow Magazine article, "Little Zion Baptist Church and the Educational Opportunity Program", Attachment 2.)

D. Academic Enrichment Program: Compton Initiative

The 1985-86 academic year provided great strides in the extension of Academic Enrichment Program (AEP) services to students in three high schools within the Compton Unified School District. AEP is an honors program designed to serve high-achieving SAA students and encourage them to go beyond the minimum UC eligibility requirements in their academic studies. With the full cooperation of the principals of Centennial, Compton, and Dominguez High Schools, AEP initiated honors services to ninety-eight academically talented SAA students. The appointment by the schools of a program sponsor at each of the school sites further declared each school's commitment to actively encourage students to participate in the wide range of university services. Services included study skills training, university exploratory field trips, special lectures, career conferences, and fine arts-cultural exploratory activities. Administrative support from each high school provided the necessary vehicle for academic monitoring and university A-F progress advisement. The outstanding support of the schools coupled with the talent of its students will ensure that a number of the Compton students will enjoy the option of entering a UC campus or comparable postsecondary institution.

E. Expansion of Early Outreach

The University of California received $500,000 for expansion of Early Outreach activities for underserved areas which were designated as follows: 1) Bay Area, $150,000; 2) Los Angeles, $250,000; 3) San Diego, $100,000.

UCI received a $100,000 allocation to expand its Early Outreach activities into Los Angeles. This was the single largest allocation for any of the southern campuses that wanted to serve the Los Angeles area. We have made a commitment to serve the Compton and Long Beach school districts, which would greatly enhance our ability to serve the black community. (Please see the UCI Expansion Concept Paper, and UC Early Outreach Budget Allocation Chart, Attachment 3.)

F. SAT Preparation Workshops

The 1983 CPEC Eligibility Study underlines the importance of increasing the number of SAA students who take the college admissions examinations in order to achieve UC eligibility. To familiarize underrepresented students with the format and requirements of the PSAT/SAT exams, a series of three all-day Saturday SAT Preparation Workshops were team taught by Early Outreach High School officers and a Math demonstration teacher from the Santa Ana Unified School District. Originally intended for 100 students, the workshops had to be expanded due to student demand. 165 sophomores and juniors from the Long Beach and Orange County areas were "SAT Prepped" at UCI during the month of April.
As participants in one of two pilot sites in the United States, Early Outreach students were among the first to benefit from a new curriculum developed by the Hispanic Higher Education Coalition (HHEC), The College Board, and the Educational Testing Service (ETS). As a result of

participating in the workshop series, students developed strategies for efficiently taking the PSAT/SAT and became more focused on planning additional preparation for the rest of the school year. The majority of the students reported that they felt better prepared and more confident about taking the exam.

Eligible students also received SAT and achievement test fee waivers. The curriculum kit has been made available to Early Outreach school contacts for school site use. Because students have requested more UCI campus based workshops, another series will be offered this coming year.

G. Steps Toward Excellence

The Third Annual "Steps Toward Excellence" conference for junior high school students was held again this year as an integral part of the Celebrate UCI program. Each year this event proves to be a successful motivational event for Partnership students and parents. This year, over 400 young SAA or low-income students explored the University campus and the wealth of its educational programs through an exciting series of workshops and academic discipline displays designed and presented by UCI student academic interns. Coordinated by the Junior High Partnership Program staff in collaboration with local schools and the Department of Social Ecology, conference activities included academic displays in the areas of Biological Science, Physical Science, Humanities, Social Science, and Fine Arts; a workshop on leadership; and a personal tour of the campus including free time to explore the University. School sponsors who accompanied the students also took advantage of this orientation to the campus, and commented on the value of having access to UCI advisors and faculty. (Please see Attachment 4 for promotional material for this event developed by the Celebrate UCI program organizers.)

H. Artists In Training

The "Artists In Training" program, a collaboration between the school of Fine Arts and Early Outreach High School Programs, was designed by Assistant Professor Keith Fowler to present performances by UCI student artists at for students at local targeted schools and highlight the value of the arts and a university education .

The performances offered samples of modern dance, lute and guitar playing, spanish classical dance, ballads and art songs, a dramatic monologue, jazz dancing, and flamenco. The one hour show included 20 minutes for audience discussion. The six performances reached a total audience of 950 students. This pilot project is an excellent example of the kind of discipline-centered outreach that can be initiated by a department for showcasing UCI's schools and programs.

I. Parents

UCI is the only UC campus that employs a fulltime coordinator dedicated exclusively to working with parents of Partnership participants. Parents-In-Partnership is a network of people focussed on supporting the education of their children and the educators who serve them. The network consists of parents and community members in the Orange County and Long Beach areas who participate in community dialogues, conferences, and educational task groups. The most recent event took place on August 9, when the second in a series of community dialogues with Paulo Freire, renowned Brazilian educator, was held at Rancho Santiago Community College in Santa Ana. The theme of the dialogue was "Establishing The Emotional Conditions in Children for their Educational Success". After his presentation, parents formed discussion groups to identify specific ways of working with the schools to enhance their children's education. As a result, an action plan for the 1986-87 school year was outlined and a group of parents decided to meet to prepare a Parent Resource Directory and to plan other activities at the schools.

A Parent Newsletter is now available on a quarterly basis at no cost that gives "Nuts and Bolts" strategies on how to support learning at home, valuable information on college preparation and opportunities, and informs parents of Early Outreach Program activities. (Please see materials, Attachment 5.)

J. Summer Residential Programs

1. Knowledge and Social Responsibility Program (KSR)

KSR is a ten day in-residence leadership program, designed to increase intercultural understanding, a sense of social responsibility and enthusiasm for the pursuit of knowledge. The program took place August 10-20, 1986 and involved 61 students from 45 different high schools in Southern California. The ethnic representation was very diverse: 1 American Indian, 8 Asian, 15 Black, 14 Caucasian, 11 Chicano, 8 Latino and 4 Pilipino. These students were selected on the basis of academic excellence, their leadership potential, and their understanding and interest in the program. The program included outstanding scholars, workshops, films, assignments in writing and debates, some free time for recreation, and a great deal of discussion on topics such as global conflict, leadership, immigration, and intercultural understanding. Another unique aspect of KSR is the collaborative sponsorship roles by the Educational Opportunity Program, at UCI, and the Orange County Chapter of the National Conference of Christians and Jews. The KSR brochure and copies of two newspaper articles on the program are attached (Attachment 6).

2. Peer Counseling and Academic Training Symposium (PCATS)

The program provides the Immediate Outreach staff with an extension into 25 targeted high schools with a significant SAA population. This year 61 students participated. These students are provided with an initial phase of training during a five day summer residential experience at UCI. Nominations are provided by high school college advisor and final selection is done by UCI Immediate Outreach staff.

This year we have made significant progress in working closer with the counselors of participating schools. In May of 1986 we conducted a "Spring Forward" conference for counselors from PCATS schools. We asked for their suggestions for improvement in the program and we also formulated more specific requests of them. Based on counselors' suggestions, we improved the interpersonal counseling aspect of PCATS for the students and increased the amounts of hands-on experience with admissions and financial aid procedures. In turn, the counselors were asked to identify juniors at their schools who were planning to apply to the Irvine campus. Early this fall we will be coordinating preliminary admissions and financial aid evaluations for these students. This strategy will yield more benefit to the UC in general and the Irvine campus specifically. (Please see "Spring Forward" Conference Report, Attachment 7.)

K. SAA Applicant Yield Efforts

The new admissions process has shifted the gravity of office priorities from "recruitment" to "yield" activities. What follows are the exemplary activities undertaken last year:

1. Explore and Discover UCI

The "Explore and Discover", conference held on February 15, 1986, focused on showing the unique benefits offered at UCI to SAA applicants. A total of 400 people attended. All academic units were represented. Each unit conducted a two hour workshop on the majors, research and academic services they offer. Housing, Financial Aid, and Admissions were also represented. This was the first time that a major SAA yield conference was attempted and, overall, it was very successful. The most promising result, according to a conference evaluation survey, indicated that 50% of the students, after attending the conference, had changed their minds, making UCI their first choice. (Please see attached report, Attachment 8.)

2. University-Community Advancement Network (U-CAN)

U-CAN is a network of faculty, staff, students (graduate and undergraduate), alumni and community people who are particularly interested in supporting SAA efforts with a variety of volunteer work. This network is in the developing stages, but has already proven to have a lot of potential. More than 100 alumni, 100 UCI students, and 20 faculty and staff are in the Network. U-CAN is not simply a pool of volunteers for a speakers bureau or mentorships, but also has served as a means of personal communication regarding yield efforts for individual SAA applicants. (Please see U-CAN materials, Attachment 9.)

3. Bio Sci Day

The EOP Office and the School of Biological Science collaborated in presenting a conference for prospective UCI minority students interested in Biological Sciences as a major. The conference was held on November 23, 1985 and attracted more than 150 SAA students. Faculty and academic counselors were well represented.

4. Overnight Program

This pilot program was implemented on three different occasions during the Spring 1986 quarter. It promises to have a yield power since 85% of those students that participated in this program did submit a positive Statement of Intention to Register.

5. Early Admissions/Financial Aid In The Field

This pilot program promises to be a positive approach for the SAA yield efforts. With cooperation from the Admissions and Financial Aid Offices, a select group of SAA applicants were chosen to participate in these efforts. The SAA applicants from selected high schools submit their transcripts for early evaluation to the admissions office. Upon completion of the evaluation, staff from the Admissions and EOP/SAA offices visit directly with the prospective student at their high school site and advise them of their admissibility to UCI. By providing early feedback on the type of financial assistance the student will get if he or she attends UCI, we help increase the odds that these students will choose UCI. Student choice of a particular campus strengthens when questions about the type of financial situation they will experience are answered early.

6. Community College Transfer Initiative

This effort began last year and focused on establishing effective working relationships with counselors and students at selected community colleges. The priority relationships under grant obligations were established with Cerritos and Mt. SAC Community Colleges. The first year's primary focus was designed to increase the numbers of SAA transfer students enrolling within the University. Mt. SAC registered a 100% increase in applicants to UCI and Cerritos a 37% increase.

7. Chancellor's Scholarship

As part of our yield initiatives under the new admissions process, forty-nine SAA applicants were awarded a $250 scholarship, which was sent with a letter signed personally by the Chancellor. We believe this type of "yield effort" offers a great deal of return. Of the 49 students awarded, 41 are planning to enroll at UCI, for a yield of 83%.

II. Assessment of Program Success

The academic preparation efforts under the Early Outreach branch of the EOP/SAA office, designed to maximize the benefits of secondary and post secondary education for SAA students, are measured annually by the Office of the President. Progress is measured based on goals of UC eligibility and postsecondary participation rates achieved by the seniors, i.e. the "graduates" of the Early Outreach programs. Data on the A-F course progress and gpa performance levels are also collected and reported to systemwide on the tenth grade participants. Each year a report on this type of "impact" data for each of the Early Outreach programs on all of the campuses is compiled and published.

Internal evaluation measures for specific activities also help to measure our effectiveness in achieving program goals (for example, see the report on the impact of the conference "Discover/Explore UCI," Attachment 8). However, the complex web of educational relationships established between the University's Outreach program and the public schools, the students and parents themselves includes so many variables that precise measures of program impact are difficult to define. In fact, the success of the program reflects the success of the entire collaborative partnership.

In this same vein, the recruitment and enrollment yield efforts under the Immediate Outreach branch of the EOP/SAA office are measured annually by the campus against the "bottomline" enrollment goals for specific numbers of SAA students per each ethnicity, as set forward by the UCI SAA Five Year Plan, which includes a fundamental campuswide commitment.

In light of these measures, our overall efforts both in Early Outreach and Immediate Outreach are very successful. Excerpts from the 1984-85 SAA Program Review Highlights from the UC Office of the President reflect the strength of our programs:

- In the class of 1985, 44.3% of the UCI Early Outreach graduates achieved UC eligibility; only the UCSB (with 44.8%) and UCLA (with 48.1%) programs reached above this rate. (The other campuses grouped at the 33% and 25% levels.)
- 61.4% of our program graduates enrolled in UC or CSU, which was the highest proportion of all the campuses;
- 45.5% of the UCI Early Outreach graduates enrolled in the University of California, which was the highest proportion of all the campuses.

Within the context of the UCI SAA Plan and a Status Report on the New Application System published by the UC Office of the President our Immediate Outreach effort's successes are indicated by the following:

- for SAA students after Berkeley/LA, Irvine/LA is the most popular choice combination of all other UC campuses;

- a 46% increase in enrolled SAA students (including Pilipino) has occurred from the base year of 1982;

- every underrepresented ethnic group has experienced a proportional increase from the base year. With the exception of black students, the two year enrollment goals have also been met in fall 1985 for each underrepresented group.

	Entering Students Fall 1982 (Base Year)	Entering Students Fall 1985	2 Year UC SAA Goal (Fall 85)	+ or -
American Indian	13	17	-	-
Black	86	94	96	-2
Chicano	103	200	153	+47
Latino	56	78	62	+16
Pilipino	66	84	-	-

- In addition, UCI joins UCLA and UCB this year in achieving an entering class of over 50 percent from minority groups.

III. Plans to Enhance SAA Program Efforts

It is important to repeat that the fundamental mission of our office is focussed on outreach services for SAA and low-income students. For this reason all of our operations, programmatic initiatives and ongoing efforts are designed to improve the basic services that help complete the University's commitment to Student Affirmative Action. Of course, the exemplary activities outlined in the previous section will continue to be enhanced. We will comment only on those programs and initiatives which we plan to prioritize.

A. Office Use of Technology

Increase use of computers by staff to enhance services and communications to students.

B. Increased Participation of Faculty

1. Continue excellent communication and relationship with the UCI Academic Senate Committee. A meeting scheduled for September 24 with Dr. Nolan Penn, UCSD, the chair of the UC systemwide Academic Senate SAA Committee and members of the UCI Academic Senate SAA Committee will help move forward an agenda to accelerate faculty involvement in SAA efforts.

2. Continued work with faculty members that serve on the Knowledge and Social Responsibility Advisory Board, including Dr. Spencer Olin who now chairs the Academic Senate.

3. Engage faculty interest in research that would support SAA goals. Project STEP Math Interview Project and the Office of Teacher Education Research Forum on Admissions testing are examples.

4. Engage faculty in community college transfer initiative through faculty forums with community college faculty.

C. Black Community Initiative

We will continue the Compton/Carson Community Dialogues throughout the 1986-87 academic year. The following are initiatives that have emerged from the previous workshops:

1. Parent Unity Conference

Scheduled for Saturday, September 27, this conference will bring together 1500 parents from the greater Los Angeles area, to provide an opportunity for parents to learn directly about effective approaches that will enhance their children's academic preparation for higher education. The conference theme is "Uniting Parents to Make the Difference for Children."

2. Young Black Scholars Program

Ms. Judy Mayes, as a participant in the first series of workshops, informed the group that she had just been appointed as coordinator for a new program with the Los Angeles County schools entitled "The Young Black Scholars Program." Two thousand black youngsters will be identified in their freshman year to participate in this educational enrichment program with the goal of producing at least one thousand seniors in 1990 who would have achieved a 3.2 grade point average in college preparatory classes. We will continue to be involved in this program as it develops.

3. Creative Learning Institute

Reverend Jerome Fisher and the Little Zion Baptist Church in Compton, was the keynote speaker in the second workshop. He informed the group that Little Zion is the sight of the Creative Learning Institute (CLI) an effort that was developed by black parents to provide computer instruction to black children enrolled in Compton elementary and junior high schools. The UCI Early Outreach Expansion plan has targeted the Compton schools and CLI will be one of the community resources that will join in our collaborative efforts.

4. Community/Higher Education Resource Network

An additional outcome of the previous workshops is the creation of an effective network of community and church leaders with educators from the surrounding postsecondary institutions. This initial work will serve as an important foundation for future developments regarding our Early Outreach collaborative efforts.

D. Expansion of Early Outreach

The essential elements of the Project STEP model will be replicated in Compton and Long Beach for the 1986-87 academic year, with a first focus on student-centered services. In fact, only with additional resources,

will we be able to implement the curricular and teacher renewal services that have distinguished Project STEP.

E. American Indian Initiative

We will be actively exploring the possibility of working closer with the San Juan Capistrano area and the Los Angeles American Indian Education Commission in order to provide more concentrated services for American Indian students through Early Outreach.

F. Staff Development

Without immediate resolution of the intolerable space constraints within which we must work, any staff development activities cannot be expected to counteract the negative toll on staff morale and performance to any significant degree. Successful resource development such as the Office of the President grant for expansion, and ongoing negotiation with the Carnegie Corporation of New York, if successful, will unfortunately only exacerbate our space limitations. We understand the Office of Academic Affairs is reviewing our space needs and that some relief is being planned.

Aside from this fundamental need for appropriate allocation of space for that would permit staff to perform at an optimal level, we plan to prioritize the following areas for staff development: 1) individual professional development; 2) report and proposal writing; 3) supervision; 4) use of computer technology.

IV. Organizational Structure and Data Management System

As you can see in the EOP/SAA-Outreach organizational chart, (Attachment 10), the EOP/SAA-Outreach office is divided into two major branches, Early Outreach and Immediate Outreach. Under each branch the major responsibilities for supporting and monitoring the progress of SAA students are divided into components specific to age cohorts in the schools: the Junior High Partnership Program, the Senior High Partnership Program, the Early Outreach Senior Follow-Up component, the Community College Transfer Students component, and then the recruitment efforts themselves, which require monitoring of student progress through the UC application process.

The data management task in a program that serves approximately 4,000 students in its developmental programs and then follows 2,500 students through the application process has required focused attention on the building and shaping of computer programs to meet our progress monitoring needs. We have received generous support from the UCI ANT (Application of New Technology) group and the Office of the President for development of our personal computer data management system. In addition we have entered into reciprocal data service agreements with local schools to obtain access to computer-generated transcript reports. More staffing and budgetary support is necessary, however, to fully operationalize the initiatives begun (eg. admissions downloading) and meet the data requirements of increased scrutiny of our programs, now including the Expansion project legislation. (Please see the Data Management System Progress Report and the Suggested Supplementary Language related to the Expansion of Early Outreach Efforts, Attachment 11.)

V. EOP/SAA-Outreach Program Participants and Ethnic Breakdown

Provided on the next page is a chart presenting a summary overview of the 1985-86 Early Outreach program participants (full and limited service categories). In Attachment 12, also provided are component charts which provide an ethnic breakdown of all students served, including the "informational" service category, which denotes students who attended one assembly or received published information.The overall SAA ratio achieved (68.3%) is congruent with UC systemwide data. (Please see our analysis of the ethnic composition of Early Outreach programs systemwide in relation to the total population of California public schools, also attached.) As an entire system, the participant ratio continues to reflect the influence of previous guidelines which included Pilipinos and other low-income students (Asians in particular). For UC Irvine, for example, the ratio achieved is 79.7% if Pilipinos are included. These students are all enrolled in schools which have entered into service agreements with the Early Outreach programs (the rosters of targeted schools are also attached). In addition to these students served solely by Early Outreach, over 1500 students in the Santa Ana Unified School District were served by the STEP Project collaborative (see chart attached). In total, close to 4,000 students received program services under Early Outreach.

Each year Immediate Outreach staff visit high schools and community colleges to inform prospective students about UCI academic opportunities and the transitional process for enrollment within the University. Schools and colleges are targeted based on their SAA enrollment profile, postsecondary participation rates, willingness to cooperate with UCI programs, and geographic location. These criteria are utilized to yield a diverse entering class for UCI. In 1985-86 a total of 145 high schools and 53 community colleges were visited (see complete list, Attachment 13).

Even though it is difficult to compare fall 1986 applicant data because of the new admissions process, SIR figures for fall 1986 for SAA applicants appear to be positive.

UCI SAA Enrollment Data
As of September 12, 1986

	SIR 9/9/85	Actual Enrollment Fall 1985	SIR 9/12/86	Enrollment Goal Fall 1986
Black	102	93	115	107
Chicano	214	199	216	209
Latino	80	74	102	74
Native Am.	18	17	24	19

VI. EOP/SAA-Outreach Staff By Ethnic Composition

The EOP/SAA professional staff has increased by 61% from 1982 to 1986, or in terms of actual count, from eleven staff members to eighteen. In this same time period, the number of staff members has increased in all ethnic categories with the exception of Caucasian and Pilipino. (Staff rosters for each year are available in Attachment 10.)

	1982-83	1983-84	1984-85	1985-86
Black	2 (18%)	2 (18%)	5 (31%)	5 (28%)
Chicano	4 (36%)	4 (36%)	6 (38%)	6 (33%)
Caucasian	4 (36%)	4 (36%)	3 (19%)	3 (17%)
Pilipino	1 (9%)	1 (9%)	-	-
Asian	-	-	1 (6%)	2 (11%)
Latino	-	-	1 (6%)	2 (11%)

In addition to the professional staff, the EOP/SAA office employs a cadre of students who work for either salary or academic credit. The numbers for 1985-86 are representative of the ethnic breakdown of students employed by the office.

EOP/SAA Student Staff 1985-86

Black	12 (39%)
Chicano	9 (29%)
Caucasian	4 (13%)
Asian	4 (13%)
American Indian	2 (6%)

VII. Recommendations

The recommendations that follow are from the perspective of the overall campus SAA efforts and how they may be strengthened.

A. The UCI SAA Five Year Plan should receive closer monitoring of the ongoing process in order to help the individual campus units represented in the complex committee structure take full advantage of this coordinating mechanism to achieve an even higher level of cooperative planning across the campus.

B. The Admissions, Financial Aid, and Housing Offices need to clarify some of their internal procedures and policies to assure that possible impediments to reaching the SAA enrollment goals be eliminated. For example, the lottery method of allocating housing is difficult to reconcile with the campuswide commitment to enrollment of SAA students. The allocation of housing slots to EOP may need to be reviewed, and increased in light of the lottery selection process.

C. We recommend a review take place prior to implementation of special policies and procedures for over-subscribed programs, for the impacts these policies may have on SAA student enrollment.

D. To our knowledge, there is no direct reporting of the ethnic composition of groups of students participating in general outreach activities initiated by various campus units. This should occur automatically under the umbrella of the UCI/SAA plan.

E. The allocation of space to the EOP/SAA office has been at a level of strain where the staff morale is negatively impacted. We recommend that the highest priority be to provide adequate space for the office.

F. Over the last few years, faculty involvement in SAA has emerged as a priority concern. UCI was the first campus to form a permanent Senate committee on Student Affirmative Action. We recommend that UCI, in order to maintain this leadership position, convene a small group of faculty and appropriate administrators to develop an action agenda. This agenda should address faculty knowledge of Student Affirmative Action, means to acquire resources for faculty incentives to boost their involvement, and specific strategies to create mutually beneficial relationships among faculty and selected SAA target schools.

G. Counselors and teachers, as well as prospective students, often request information regarding UCI's support services. We recommend publication of a brochure that would provide these publics a more cohesive view of our various support services and retention efforts.

H. EOP/SAA has undoubtedly benefitted since its reorganization in 1982 moving the unit from Student Affairs to the Office of Academic Affairs. The levels of campus funding, however, has never been adequate to meet the demands of the office. With the exception of last year, the office has never received an increase in permanent funding. We recommend that the campus level of support be increased to reflect growing demands upon the office and the continuing importance of the campus commitment to Student Affirmative Action.

Conclusion

This brief summary of activities, assessments, and expectations is intended to serve in response to Executive Vice Chancellor Bill Lillyman's memo as a general overview outlining the progress and plans of the EOP/SAA--Outreach Office. We hope that upon your examination of this report that you, too, will agree that the EOP/SAA-Outreach Office is making a significant contribution toward the successful completion of the goals included within the outstanding UCI SAA Five Year Plan. One of the greatest challenges facing administrators and faculty alike is to find ever more effective ways to respond to California's, and indeed the nation's, equity and excellence agenda for public education. We hope you concur with the recommendations, that if acted upon, we are certain will permit UCI to not only maintain its leadership in this area, but to move forward even further.

Excerpt of the STEP Project 1985-86 Final Report, Attachment 1

IV. 1985-86 STEP Project Component Plans and Implementation Report

To outline the scope of activities planned for each of the STEP components and provide a summary of the actual implementation, the January 1986 Interim Report on 1985-86 STEP Project Component Plans (Appendix 2 of that report) has been updated and is presented on the next five pages. Under each activity projected for fall and/or spring implementation, a brief report on the actual implementation follows. Additional activities not anticipated at the beginning of the year are indicated by asterisks.

CRITICAL THINKING/READING

- Fall 1985--"Improving Critical Thinking/Reading Skills" 10-week inservice course directed to secondary level teachers of reading dependent courses.

  Course completed. See roster of participants and course syllabus in Appendix C.

- Spring 1985--Curriculum Development Team of six teachers, two from each high school, to write practical lessons plans for dissemination at STEP Forum in May for teachers of reading-dependent courses.

  Team of five teachers developed lesson plans and presented instructional strategies at Forum held May 22 at CSUF. See Appendix C for Forum report.

CRITICAL THINKING/WRITING

- Summer 1985--Curriculum Development Team of six teachers, two from each high school, to write two-semester pilot course for ninth grade students based on the UCI Writing Project's "Thinking/Writing" model.

  Lesson plans developed.

- Fall-Spring--Implement both semesters of pilot course. Pre- and post-test students in course and comparable control course.

  Pilot course implemented with plans for post test only, with control course. See Appendix D for evaluation. Student rosters in Appendix A.

- Fall 1985--"Fostering Critical Thinking Skills Through Writing," a 10-week inservice course (repeat of course offered Spring 1985).

  Course completed. See Appendix D for roster of participants and course syllabus.

- Fall-Spring 1985--Advanced course for participants in the original inservice course and the six teachers involved in the pilot course curriculum development.

  Course completed. Participants actively involved in the spring Forum workshops held on April 26 and 30. See Appendix D for roster of participants, course syllabus and Forum report.

MATHEMATICS COMPONENT

- Fall-Spring--Intersegmental Curriculum Review and Development Committee to analyze the SAUSD 6-12 mathematics curriculum in light of the new California Mathematics Framework and Model Curriculum Standards and develop a concept-specific matrix for development of the curriculum.

  Intermediate (6-8) matrix completed and work to be completed on high school (9-12) matrix in summer 1986.

- February or March 1986--College Board National Forum to be hosted by the STEP Project, focused on mathematics.

  STEP Project Mathematics Leadership Dialogue held on April 10 at UCI for 80 participants including 21 SAUSD math teachers and 44 faculty and administrators from STEP institutions. See Appendix E for forum report.

  *Spring 1986--Math Interview Project designed by Larry Chrystal in collaboration with Vergil Hettick. Initial research conducted and survey instrument constructed.

SCIENCE COMPONENT

- Fall 1985--STEP Administrative Council to address need for science inservice program to assist implementation of the new 6-12 science curriculum.

  Faculty Forums Committee recommended allocation to fund science inservice workshops in spring 1986. See Appendix F for needs assessment survey, schedule of "Lab Demonstrations Using the New Science Textbooks" and roster of inservice participants and facilitators.

*Spring 1986--Request for assistance in identifying judges for Third Annual SAUSD Science Fair honored by all of the participating STEP institutions. See Appendix F for list of confirmed judges and Awards Ceremony program.

*Spring 1986--Request for assistance in disseminating UCI Summer Science Institute materials to all science department chairs and principals in the SAUSD secondary schools honored by EOP/SAA--Outreach staff using school site facilitators to help in identification of potential participants. See Appendix F for Commencement Luncheon program and rosters of participants in the UCI Summer Science and Mathematics Institutes.

INSTRUCTIONAL GUIDANCE COMPONENT

- Summer 1985--Development of Instructional Materials for comprehensive guidance service curriculum 8 and 9 and 10th grade High School Planning course by intersegmental committee.

  First drafts completed and disseminated in fall for pilot implementation and refinement.

- Fall 1985--Inservice for counselors from intermediate and high school levels and teachers of the tenth grade High School Planning course regarding instructional materials developed Summer 1985 (re-scheduled from June 1985 to incorporate work produced over summer).

  Materials for High School Planning course disseminated in September. Inservice for eighth grade counselors conducted in December with assistance from UCI EOP/SAA--Outreach staff. Guidance Forum held in June to evaluate the pilot project, review the guidance manual and set goals for 1986-87.

- 1985-86--School-site academic support/college preparatory programs aligned with UCI Partnership Program in mutual efforts to motivate student academic aspirations and preparation. Mentor teachers and student academic advisors to be provided inservice regarding instructional guidance materials developed in summer project. (Note: A discussion of issues concerning these programs is provided on the next page, since most of the previous reports on STEP and the council meetings have focused on the curriculum development and faculty inservice activities, and on services delivered by the Tutorial Services component.)

High School Level

At the high school level, increased teacher workloads due to changes in class size policy, and increased counselor workloads due to accreditation procedures and other tasks have limited the amount of time SAUSD staff could contribute to conceptualizing and actualizing school-sponsored programs of student support services. However, several successful initiatives were implemented at each school by the STEP facilitators. For example, Jackie Oakes and John Acuna at Santa Ana High School designed the mini college-lecture series for students enrolled in the PREP program: graduate students and professors from local campuses were scheduled to give lectures on various topics (such as Mayan Culture), which were followed by related field trips sponsored by the PREP program teachers (eg. to the exhibit on Mayan culture at the Los Angeles Museum of Art).

The chart in Appendix A includes the number of students who have participated as formal members of such school-sponsored organizations, as well as those students who have participated one or more times in school-site activities offered to small groups of interested students at lunch or after school, or to larger assemblies released from class. UCI staff supported the school-site activities by providing workshops on various academic disciplines, study skills and goal-setting strategies, and conducting a series of Saturday seminars on college admissions test preparation. The PSAT workshops provided by the UCI Learning Skills Center also added to these efforts.

Intermediate School Level

At the intermediate level, school sponsorship of the support programs is reflected in the principal's appointment of a "contact" person or facilitator, who helps to identify students for participation and make announcements regarding program activities in the school bulletins. Much of the responsibility for program design and implementation, however, remains with the UCI Partnership Program staff, who consult with the school facilitators on student support needs and program strategies.

Both of these approaches for implementing student academic support service programs have advantages and disadvantages:

- The high school program with its locus of control at the school-site level holds the opportunity for in-class identification and support of students by teachers and counselors on a daily basis. This allows a consistent level of support that is not possible for an external program such as Partnership to attain; but the schools must be prepared to invest the staff time it takes to develop and implement such programs.

- The intermediate school program with the majority of responsibility resting on the external program offers complementary support to the counseling staff and services to the students that may otherwise not be delivered due to workload demands; but access to students is limited largely to after-school periods which conflict with bus schedules and school sports calendars.

The STEP Council has previously expressed concern that compensation for the STEP school site facilitators is not adequate, and will be reviewing the process of institutionalizing these programs as we enter the final year of CAPP funding. An alternative model that will be explored is the pilot program implemented this year at Spurgeon Intermediate School. With the support of Ernest Raugewitz, Principal, and Velina Esparza, STEP contact person, UCI professional staff delivered four lessons (known as the "PREP-Talk Curriculum") during class periods to students enrolled in the Partnership program. These students were released to the "PREP-Talk" class from regular class periods on a rotating basis, so they missed a maximum of only one day of any particular class during the entire year.

TUTORIAL SERVICES COMPONENT

- Fall-Spring--Implementation of tutor training, presentations to math teachers, and tutorial services to students, including study group sessions.

  A strong program of tutorial services has been implemented this year. See Appendix H for the tutorial component report and materials used to implement the model. Rosters of students who have received tutorial services are available in Appendix A.

STUDENT PROGRESS MONITORING

- **Fall-Spring--Implementation of academic progress monitoring services for students identified in eighth grade Partnership Program and school-site college prep support programs. UCI EOP/SAA staff will monitor progress of students for whom record release provisions are obtained from parents.**

  First steps included identification of students and coding of student participants in district computer center system. Fall 1985 transcripts on coded students delivered in mid-March. Spring monitoring of intermediate students accomplished, and summer monitoring of high school students completed.

  Individualized student progress reports in terms of student academic plans and appropriate course enrollment were mailed to identified participants. A small sub-group of Rancho Santiago College students who are graduates of the SAUSD and past participants in the Partnership programs were also included. See Appendix I for sample forms.

PARENTS IN PARTNERSHIP

- **Summer 1985--Implementation of Summer Bridge Programs at all three high schools to provide opportunities for students and parents to be introduced to school site staff.**

  Student orientation programs were conducted which included sessions for parents to become acquainted with school staff. See sample report in Section V of "Specifics on Student Academic Support and Guidance Activities" under Project STEP dissemination materials in Appendix L.

- **Fall-Spring--Student activities will be planned to include the parents, such as the UCI Fine Arts/EOP collaboration on "Artists in Training" performances at the high schools, in addition to parent conferences and workshops.**

  Three large conferences for parents were held in addition to smaller school-site workshops. This year the "Artists in Training" performances were utilized during school day schedules to introduce large numbers of students to educational opportunities for artists. Plans to extend the invitation for parents to attend evening performances with their children are being made for next year.

Page 1
Unit: EOP/SAA
Junior High Partnership

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
JUNIOR HIGH OUTREACH (Grades 7-8)	JUNIOR HIGH PARTNERSHIP PROGRAM		School-site programs	12 School sites			
A. Increased Motivation to obtain a Post-Secondary Education. NOTE: Baseline data established using impact on Spring 1985 participants. Objectives measured in terms of increased participation in the Junior High Partnership Program of students meeting standards and continuation criteria.	Establishment of Junior High Partnership School Site Academic Organizations. General: To motivate and challenge students identified with their peers to enroll in a rigorous course of study. Specific: To increase the number of SAA 9th grade students enrolled in at least one college prep level course in accordance with their personal 4-year academic plan		1. Negotiation of service agreements and refinement of selection criteria, based on 1985-86 student performance profile.	Santa Ana & Compton Full Service Schools. SAA students with min GPA 2.0 at reading grade level and enrollment potential in college prep classes	Once at start of new school year and once during year to review progress	Formal service agreements with school-site administrators Enrollment targets: 85% SAA students 15% low income 60% GPA 3.0 + 40% GPA 2.0-2.9 Current enrollment/in college pre-/prep courses (or the potential to enroll)	Service Agreements on file; year-end progra participants performance profile

NOTE: See attached "ethnic targets" formula for the method we are using to ensure proportionate representation of each of the targetted SAA groups according to their enrollment percentages in the schools we serve.

UCI EARLY OUTREACH PROGRAMS PROPOSED ETHNIC TARGETS FORMULA

UCI is using the following basic formula to determine the "ideal" ethnic composition of the Early Outreach Programs per ethnicity--one which reflects proportionate representation of each SAA ethnic group in relation to the demographics of the service area:

Divide 85% by the total percentage of SAA enrollment
(in the targetted school or district or service area)

to determine the factor (f).

Multiply each ethnic group's actual enrollment percentage
(of the total enrollment in the targetted school or district or service area)

by this factor (f)

to calculate the "ideal" participation percentage
for each ethnicity.

An example of the application of this forumla (attached), for the sake of explication, assumes expansion of the UCI Early Outreach programs to include four high schools in the Long Beach Unified School District. Also assumed is the UCI Early Outreach SAA student participation goal of 85%, although the Expansion Project Legislation specifies 75%.

NOTE: For schools with more than 85% SAA student enrollment, the ethnic target percentages are the actual enrollment percentages.

Example of Application of Proposed
Ethnic Targets Formula

Long Beach Unified School District

#1 Target the 4 high schools with the highest SAA student enrollment.

#2 Determine the number of students in each SAA category and their percentage of the student body at each school.

#3 For each ethnic category, determine its percentage of the total enrollment for the 4 schools.

#4 Find the total percentage of SAA enrollment for the targetted schools.

#5 Divide 85% (or the targetted SAA participation rate) by the SAA enrollment percentage to determine the factor.

#6 Multiply each ethnic group percentage by the factor to arrive at the target percentage for each group of the total number of participant in the Early Outreach Programs.

#1 Total Enrollment of Target Schools		#2 SAA Enrollment and Percentage		
		Black	Am. Ind.	Hispanic
Poly	2,766	33.0% (912)	.2%(6)	13.1% (363)
Jordan	2,194	28.2% (619)	.5%(11)	16.0% (350)
Milliken	2,556	16.7% (427)	.7%(18)	12.9% (330)
Wilson	3,166	12.6% (400)	.9%(27)	15.7% (496)
Total: #3	10,682	2,358 22.07%	62 .58%	1,539 14.41%
#4		Total SAA Enrollment: 3,959 % of Total: 37.06%		
#5	85% ÷ 37.06% = 2.29 factor			
#6		Target Ethnic Group Percentages		
		22.07 x2.29 = 50.5%	.58 x2.29 =1.5%	14.41 x2.29 =33.0%
		Total SAA Early Outreach Program Participants =85%		

Page 2

Unit: EOP/SAA

Junior High Partnership

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
I. JUNIOR HIGH OUTREACH	(for specific activities)		School-site programs continued				
A. Increased Motivation (continued)							
	2a. To inform prospective student participants about the program 2b. To motivate students toward aspiring higher education through use of displays, University student role models, partners pledge, raffles, career dress.		2. Recruitment of students: a. Orientation Assemblies b. Pre-Enrollment Ceremonies	Santa Ana & Compton full, limited, and informational service	Fall quarter effort	Enrollment and documentation of full, informational, and limited service students completed by December 14 to enable coding of students for academic progress monitoring.	Participant roster

Page 3

Unit: EOP/SAA

Junior High Partnership

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
I. JUNIOR HIGH OUTREACH	(for specific activities)		School-site programs (continued)				
A. Increased Motivation (continued)	To encourage students to meet the Partnership selection and continuation criteria		3. Motivational Activities:				
	3a. Official enrollment into the Partnership Program		3a. Enrollment ceremony	Santa Ana & Compton full service participants.	Once in Fall at each school	3a. Target 50 students per grade per school to enroll initially	
	3b. To expose participants to different academic disciplines, opportunities at UCI		3b. Enrichment Activity - eg. Fine Arts "Artists in Training" field project*			3b. Positive experience for both students and parents	
	3c. To motivate and increase student participation; to involve students in the decision-making process of planning and implementing their fundraising activity; to enhance students' self-confidence and encourage them to act independantly.		3c. Partnership Raffle Super Activity	Active participants in the program	Once in Spring		

*NOTE: Opportunities for students to see the work of UCI faculty and students and talk with them are appreciated. Help with coordination and tranportation is sought from other UCI academic and student services departments and from interested community groups.

Page 4

Unit: EOP/SAA

Junior High Partnership

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
I. JUNIOR HIGH OUTREACH			School-site program (continued)				
A. Increased Motivation (continued)	To help students measure their progress toward goals; To assist in documenting program progress and in refining process of early identification of potential UC eligible students. Target group - SAUSD - Full Service Participants CUSD - Full Service Participants dependent upon District negotiations.		4. Implementation of Junior High Student Academic Progress Monitoring:			The process will enhance both student and program accountability to goals. Agreements will facilitate the process; possible computer support from additional districts(eg. Long Beach Unified)	Summary of profile reports after records analysis each semester
			4a. Establish data collection agreement with school sites/ districts		at start of school year		
			4b. Collect student information forms and parent's release statement for access to student academic records.		Fall quarter		
			4c. Obtain/analyze semester grade reports		twice per academic year, early Spring & Fall		
			4c(1) For full service students, send letters after semester ends regarding their academic status and membership status in Partnership Program.				
			4c(2) For full service schools, prepare summary profile of student performance and share with school-site administrators				

Page 5

Unit EOP/SAA

Intersegmental Collaboration

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
I. JUNIOR HIGH OUTREACH (Grades 7-8)	Manuel Gomez, Project Director, Robin Casselman, Assistant Dir. See attached abstract of the STEP Project.		Project STEP: Student/Teacher Educational Partnership.	Three Districts: Santa Ana, Compton, Long Beach			
B. Improved Academic Performance NOTE: All of the objectives under Goal B have been interpreted to include efforts initiated through inter-institutional collaboration	Goal B Objectives 8-10 provide a good overview of the STEP model purposes:		NOTE: Full scale adaptation of the STEP model of intersegmental collaboration in the two new districts (Compton and Long Beach) is dependent on external funding.				
	8. To promote curricular enhancement of basic college preparatory English, mathematics, science, foreign language, art, social science, and computer competency programs.					8. Enhanced instructional strategies practiced by the teachers involved in STEP activities; curricular review and needs assessment.	Six month progress reports (January and July)
	9. To assist institutions in developing policies and procedures which enhance the ability of students to achieve and maintain academic success.		See also Goal C Personal Development Objective 2 Goal Setting and Planning Skills.			9. Institutionalization of student academic support programs (such as PREP at Santa Ana H.S. and the Comprehensive Guidance Curriculum (grades 8-10)	
	10. To assist in the improvement of articulation of curricula between junior and senior high schools.					10. Increased articulation between intermediate and senior high school curricula in specific subjects.	

Project STEP (The Student/Teacher Educational Partnership): A Model of Intersegmental Collaboration

PURPOSE:

The purpose of the STEP Project is to provide a model of institutional collaboration among four segments of the educational continuum with the shared goal of enhancing preparation of secondary school students for higher education. The Santa Ana Unified School District (SAUSD), with an ethnic minority population of 87%, is the secondary level partner in this matrix. Through joint activities with UC Irvine, CSU Fullerton, and Rancho Santiago College (formerly Santa Ana College), STEP focuses support for the teachers, counselors, administrators, students and parents of all three high schools and seven intermediate schools in the district.

Working together to promote academic excellence and equality, the STEP institutions address needs assessed in the three interdependent areas of curriculum review, faculty inservice, and student academic support and guidance.

ORGANIZATION:

The STEP Project is directed by the STEP Administrative Council, whose members are appointed by the Chief Executive Officer of each of the participating institutions from the four segments. Each member institution supports the project with personnel as well as fiscal resources and takes responsibility for implementation of specific project services, while the Council as a whole works to develop new incentives to create an environment where academic excellence can grow. Funding received from the California Academic Partnership Program (CAPP) in January 1985 and continuing support from the College Board under the auspices of the Education EQuality Project have made it possible to extend the range and depth of involvement of curricular and student-centered services.

STEP services are organized into seven components:

Component	Coordinating Segment
Critical Thinking/Reading Inservice	CSU Fullerton
Critical Thinking/Writing Inservice	UCI California Writing Project
Mathematics/Science Curricula Review	Joint Committee
Faculty Forums	Joint Committee
Tutorial Services	Rancho Santiago College
Instructional Guidance	SAUSD
Parents in Partnership	UCI EOP/SAA--Outreach

Component coordinators representing each of the four segments meet regularly with the project administrators as the STEP Implementation Committee. In addition, the principals of the ten schools involved in the project have each appointed a faculty representative to serve as facilitator for project services on his/her respective campus.

SERVICES:

The primary emphasis of STEP is to foster the teaching of higher order thinking skills such as comprehension, critical analysis, synthesis, evaluation, and application. Curricular review committees and inservice courses in the areas of math, science, reading and writing are currently underway, and additional needs are addressed in joint Faculty Forums scheduled each year. Other significant aspects of the project include the instructional guidance component which motivates students to enroll in college preparatory courses; the tutorial services component; and a component to encourage parental involvement.

For further information, please contact **Manuel Gomez,** STEP Project Director and Director of the Educational Opportunity Program/Student Affirmative Action-Outreach Office, University of California, Irvine, CA 92717; (714) 856-4804; or **Robin Casselman,** Assistant Director, 856-7481.

Chart #2

Page: 6
Unit: EOP/SAA
Parents in Partnership

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
I. JUNIOR HIGH OUTREACH **B. Improved Academic Performance (cont'd)** **Objective 11:** **To increase parent participation and involvement in their children's education.**	1. To inform parents about educational opportunities within public education. 2. To motivate parents to become aware of school curriculum and policy. 3. To motivate parents to participate at the school site and at the district level. 4. To strengthen communication and interaction between parents and their children. (See attached Schedule of Activities page 8A).	Elizabeth Rodriguez	Parents in Partnership Program Activities:	Parents of Program Students		The Parent Program is part of the services provided at both levels, Junior High and Senior High; therefore, the expected outcomes and the measurement of them are reflected in the Junior High and Senior High components charts.	
			1. Parent Receptions--Group sessions specific to school area providing specific information on: history of the Educational Opportunity Program/Student Affirmative Action Program, the Early Outreach Partnership Program, service group and selection criteria.		Once a year/2hrs.		
			2. Workshops--Group sessions providing specific information regarding Financial Aid, School System - How it Works, Higher Education/Adm. to the University - How to help, Understanding the Early Adolescence.		4 times/ 2 hrs.		

Page: 7
Unit: EOP/SAA
Parents in Partnership

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
		Elizabeth Rodriguez					
			3. Conferences--Group sessions providing information on general topics regarding Education and Responsibility.		Once a year/ 1/2 day		
			4. Social Activities--Activities designed to help parents interact and to build relationships among them (potlucks, field trips, picnics).		Once a year/ 1/2 day		
			5. Parent Meetings -- A group of parents of students in Partnership meet together in sessions which provide information about student academic progress, program planning, college opportunities and career choices.		Once a year/2 hrs.		

Chart #2

Page: 8
Unit: EOP/SAA
Parents in Partnership

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
		Elizabeth Rodriguez					
			Meetings will be held at convenient after-work hours at a school site.				
			6. Field Trips -- Activities designed to promote motivational experiences (museum, universities, cultural events).		Once a year/1 day		
			7. Fundraising -- Activities geared to raise money for Parent/Student activities (raffles, food sales, private contributions).		Once a year.		
			8. Newsletter-Information regarding college entrance requirements, financial aid, tips on how to help their children program activities, etc. is published quarterly and mailed to all parents of all students in the program.	4 times a year.			

Chart #3

Page: 8A
Unit: EOP/SAA
Parents in Partnership

PARENTS IN PARTNERSHIP

1986-87

SCHEDULE OF ACTIVITIES

Program Activities/Events	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Parent Receptions	-	-	-	X	X	-	-	-	-	-	-	-
2. Workshops	-	-	-	-	X	X	X	X	X	X	X	-
3. Conferences	-	-	-	-	-	-	-	-	X	-	X	-
4. Field Trips	-	-	-	-	-	-	-	-	-	X	-	-
5. Social Activities	-	-	-	-	-	-	X	-	-	-	-	X
6. Fundraisings	-	-	-	-	-	-	-	-	-	-	X	-
7. Parent Meetings	-	-	-	-	-	-	-	-	-	-	X	X
8. Newsletter	X	-	-	X	-	-	X	-	-	X	-	-

Chart #2

Page 9
Unit: EOP/SAA
Junior High Partnership

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measureme of Outcomes
I. JUNIOR HIGH OUTREACH (Grades7-8)	Provide learning opportunities for students to enhance self-confidence and formation of academic and career goals		Junior High Partnership "Prep Talk" Curriculum				
C. Enhanced Personal Development			Adisa Anderson Marsheila De Van				
1. Career/ vocational training	1a. To increase students' self awareness and knowledge of the world of work; To encourage students exploration and identification of career and educational options to link academic goals to the work world (see also values clarification)		1a. Conduct ACT Career Planning Program	1a. 8th graders in targetted Full Service schools.	Fall - 86 Spring-87	Students will be assessed and receive individual feedback reports summarizing their interest, experience and skills in relation to aptitude for various careers.	Summary report on profile of students in terms of Career interests, etc.
	1b. To expose junior and senior high young women to career opportunities in mathematics and science related fields		1b. Women in Science and Math Conference	1b. Reserved for interested students who have participated in Prep Talks and are in good academic standing	Once	Students will be exposed to a number of positive role models and begin to identify goals for themselves in related careers.	Pre and Post survey of participants

Page 10

Unit: EOP/SAA

Junior High Partnership

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measureme of Outcomes
I. JUNIOR HIGH OUTREACH							
C. Personal Development (cont'd)							
2. Goal-setting and planning skills	**To assist students' development of peer-identification within college prep clubs that will help them to persist in their goals, as well as learn about UC program requirements and opportunities and good study habits.**	Adisa Anderson	2a. "Prep-Talk" units of Partnership curriculum	Full Service SAUSD - 7th/8th Grade	January through June	8th grade students will prepare and submit a 4-year high school plan	Number of high school plans on fil
		Marsheila DeVan	2b. Transition services for Partnership 8th graders during Spring registration for 9th grade	CUSD 8th/9th Grade	Spring	More SAA students will be appropriately placed in college prep classes	Analysis of student clas schedules in Fall 1986

Page 11

Unit: EOP/SAA

Junior High Partnership

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measuremen of Outcomes
	2c. To increase student awareness of high school subject requirements for college preparation		2c. Informational assemblies, classroom presentations of "Goal Setting" unit developed by Adisa Anderson in collaboration with STEP Project "Instructional Guidance" materials development project in June 1985	8th graders in SAUSD U.S History classes; other intermediate schools targetted for informational level services		Assurance that 8th graders have received necessary information	Count students contacted. Obtain student directory information from schools served.

Unit: EOP/SAA

Junior High Partnership

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measuremen of Outcomes
I. JUNIOR HIGH OUTREACH C. Personal Development (cont'd) 3. Communication skills.	These activities will provide opportunities for student to test their communication skills						
	3a. To improve listening, thinking and communication skills. To introduce students to concensus building and team work. To allow students the opportunity to actively plan program activities for the year.		3a. Academic Leadership Conference	Elected Partnership officers from both the 7th & 8th grade: a President b Vice-President c Treasurer. d Activities Commissioner. e Secretary.	Winter Quarter SAUSD Full Service Schools.		

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measuremen of Outcomes
I. JUNIOR HIGH OUTREACH C. Personal Development (cont'd) 3. Communication skills	3b. To motivate students to retain basic information about university entrance requirements and educational opportunities and develop an attitude of enjoyment with the task of learning		3b. Academic Tournament	SAUSD 8 selected participants from each school who go through an application process based on grades, participation and counselor recommendation.	Spring Quarter		

Page 14

Unit: EOP/SAA

Junior High Partnership

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measureme of Outcomes
I. JUNIOR HIGH OUTREACH							
4. Values clarification skills							
			4a. "Steps Toward Excellence" program during Celebrate UCI	active participants	Spring 1987	Increased knowledge of the academic disciplines offered at UCI. ●Gain exposure to UCI ●Heightened esprit de corps.	Contest participation.
			4b. Partnership/ T-Shirt Contest	All program participants	Winter 1987		

Chart #3

Page: 15

Unit: EOP/SAA

Junior High Partnership

1986-87

SCHEDULE OF ACTIVITIES

JUNIOR HIGH SCHOOL

Program Activities/Events	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
GOAL A: Increased motivation to obtain a Post-Secondary Education												
Negotiations				●								
Orientation Assembly				●								
Pre-Enrollment Ceremonies					●							
Enrollment Ceremony						●						
Picnic In the Park							●					
Express Yourself									●			
Road Scholars											●	
Partnership Raffle											●	
Fine Arts: Artist in Training							●	●	●	●	●	●
Super Activity												●
STAR: Student Achievement Recognition System			●	●	●	●	●	●	●	●	●	●
Progress Monitoring			●	●	●	●	●	●	●	●	●	●
GOAL B: Improve Academic Performance Via Curricular Outreach												
STEP			●	●	●	●	●	●	●	●	●	●
Instructional Guidance			●	●	●	●	●	●	●	●	●	●
Parent Reception				●								
GOAL C: Enhanced Personal Development												
Informational Assembly				●								
ACT Career Planning Program					●					●		
ACT/CPP Follow-up												
Academic Leadership Conference							●					
PREP-Talks							●	●	●	●	●	●
Women in Science and Math Conference									●			
Partnership T-Shirt Contest									●			
Steps Toward Excellence										●		
Academic Tournament											●	
ADOPT-A-PARTNER			●	●	●	●	●	●	●	●	●	●
Transition Services	●	●										●

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measureme of Outcomes
II. SENIOR HIGH OUTREACH	SENIOR HIGH PARTNERSHIP PROGRAM Imelda Hermosillo ACADEMIC ENRICHMENT PROGRAM Marco Banda EARLY OUTREACH SENIOR SERVICES Betty Watanabe THE ADVANCE PROGRAM Gerardo Mouet						
A. Increased Motivation to obtain a post-secondary education	Implementation of college preparatory academic support programs to increase the number of participants who enroll and persist in college prep courses of study. General functions of all three programs are presented below:					Objectives will be measured in terms of increased participation in Partnership Outreach programs, and the number of students at each grade level who are enrolled and retained in college prep courses: 1. Freshmen 2. Sophomores 3. Juniors 4. Seniors Baseline data established Spring 1985.	
	1. Identification of targetted schools and level of service delivery based on criteria of 1) ethnic population; 2) distance from UCI; 3) available school site resources for completing UC eligibility requriements.				September	Roster of targetted schools with level of service delivery by SAO II by October 1.	
	2. Negotiation of service agreements with targetted schools implementing new selection criteria, which embrace a range of student performance levels considered to be college prep standards. Summary profiles of student participants' ethnicity and academic performance will be				September-October	Formal agreements on file. Senior High Counseling will include a number of students who may not be UC eligible from high school, but should be "14th grade"	

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measuremen of Outcomes
II. SENIOR HIGH OUTREACH A. Increased Motivation (continued)	2. (Cont'd) shared with school-site administrators as a progress report and means for refinement of identification procedures.					2. (Cont'd) UC eligible community college transfer student candidates; AEP is defined as an honors program, with more rigorous participation standards; High School Follow-Up includes students from all programs who "graduate" into their senior year of high school, and require Immediate Outreach program services regarding college admissions procedures, academic programs, housing, and financial aid.	
	3. Recruitment of student participants; continuation of previous participants who meet criteria.				September-November	Establishment of full service participant roster by January 30, 1987.	Year-end Impact data report
	4. Motivational activities to encourage participants to meet continuation criteria				October - November		
	5. Implementation of academic advising, progress monitoring and establishment of full service participant pool.				December	Enrollment targets: 85% SAA 15% low income GPA levels in A-F courses: 2.5 Senior High 3.0 AEP Appropriate progress in A-F course completion	

Chart #2

Page: 1
Unit: EOP/SAA
Orange County Senior High Partnership Program

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II. SENIOR HIGH OUTREACH		Imelda Hermosillo	ORANGE COUNTY SENIOR HIGH PARTNERSHIP PROGRAM				
A. To increase the number of underrepresented SAA students in UCI service area schools who recognize the benefits of and are motivated towards obtaining a post/secondary education.	1. Identification of targeted schools and level of service delivery based upon criteria of 1) ethnic population; 2) distance from UCI; 3) school site resources for completing UC eligibility requirements; 4) programs resources.				Sept. Oct.	Increased participation in Orange County Senior High programs and the number of students at each grade level who are enrolled and retained in college prep courses: 1. Freshman 2. Sophomore 3. Juniors	
	a. Continue service on a limited basis at the following schools Anaheim, Mater Dei, Santa Ana, Saddleback, Santiago Valley, San Juan Capistrano; Indian Education Resource Center.		• Service Agreement Meetings 1. College Motivation Program Orientation Assemblies. • Recruitment of student participants; continuation of previous participants who meet criteria.	See attachment for ethnic distribution.	Sept.-Oct. Oct. - Nov. Sept.-Nov.	Baseline data established Spring 1985.	
	b. Implement Informational service to American Indian students at the following schools:		• Service Agreement Meetings • College Motivation Assemblies. • **Informational Mailings**	approx. 643 American Indian Students	Oct.-Nov Nov - Dec Bi-annual Dec - April	Communicate UCI's SAA commitment to a greater number of students.	Service Agreement Pre/post service survey of college opportunities given to a sample of informational status students.

Proposed Informational Service Schools

GARDEN GROVE UNIFIED SCHOOL DISTRICT

SCHOOL	NUMBER OF AM. INDIAN STUDENTS	% IN SCHOOL
1. BOLSA GRANDE	25	1.56%
2. GARDEN GROVE	43	2.48
3. LOS AMIGOS	25	1.53
4. PACIFICA	39	2.11
5. RANCHO ALAMITOS	31	2.19
6. SANTIAGO *	35	1.99
(Currently limited service status).	198	

HUNTINGTON BEACH UNIFIED SCHOOL DISTRICT

SCHOOL	NUMBER OF AM. INDIAN STUDENTS	% IN SCHOOL
1. EDISON	25	.9%
2. FOUNTAIN VALLEY	119	3.45
3. HUNTINGTON BEACH	74	2.55
4. MARINA HIGH	82	2.83
5. OCEAN VIEW	77	3.11
6. WESTMINSTER	93	3.27
	470	

Total # students:668

Schools with at least 20 American Indian students enrolled were selected.

Chart #2

Page: 2
Unit: EOP/SAA
Orange County Senior High Partnership Program

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes'	Measurement of Outcomes
II A. Increased motivation.	2) To inform students of college opportunities, college life.	Imelda Hermosillo	-Enrollment ceremonies students join a University Explorer's Team (Humanities, Science, and Business)	All students from limited service schools	Yearly October - November	Increased knowledge of a discipline. Students are grouped according to interest within these groups, students will hear prep talks on learning skills & college life.	Student survey
			-University Explorer's Team meetings.	All students from limited service school	Monthly December - May		
	3) Encourage personal investigation of organizations/careers of interest.		Educational enrichment Field trips - community based sites and/or campus visits.		Dec., Feb., and March	Increased information about the link between college and careers.	Field trips evaluations

Chart #2

Page: 3
Unit: EOP/SAA
Orange County Senior High
Partnership Program

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II A.		Imelda Hermosillo					
	4) Introduce students to the academic disciplines offered at UCI.		Discipline centered videos or speakers.		bi-monthly March-May	Familiarize students with the Campus: the classes, selected faculty and student organizations.	
	5) Communicate the program's philosophy of educational responsibility.		Student teams identify a community organization for volunteer participation.	Explored teams.	2 hours a week	Provide practical, mutually beneficial experience.	Student participation.
	6) Acknowledge the unique characteristics and strengths of active participants.		Student recognition awards.	Limited service schools participants.	Twice a year Jan & June	Encourage the development of self-confidence.	Students self report evaluati of the recogniti awards.
	7) Provide information useful for college planning.		College and financial aid workshops.	" "	Twice a year Jan -Feb. (See parent component)		
	8) Provide Early Outreach Program literature to students and school site contacts.		Print EOP brochure		November		

Chart #2

Page: 4
Unit: EOP/SAA
Orange County Senior High
Partnership Program

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
		Imelda Hermosillo					
B. Improved academic performance	To conduct a series of learning skills workshop which address student preparation needs.		Units will include: Goal setting How to read a text Notetaking Study techniques Time scheduling Career Assessment Library Research Essay writing tips	9th graders 10th graders 11th graders	Bi-monthly Nov. - Feb.	Students will be aware of studying techniques.	
	To provide academic advisement/ educational planning services.		Assist in the development of a H.S. plan.	All participants.	Min. Once a year Nov - May	Students will be familiar with the H.S. course list of college prep courses	Participants wil have an educati al plan on file.
	To inform students of their progress toward UC eligibility.		Provide progress monitoring/UC eligibility updates.	all participants.	Twice a year Aug & Jan.	Increased students Initiative in course selection.	Increase in A-F enrollment year to year, by grade level.
	Increase the number of students who attend Math tutoring.						

Chart #2

Page: 5
Unit: EOP/SAA
Orange County Senior High
Partnership Program

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
C. Increase the number or regularly admissible under-represented students.	To assist students in preparing for college entrance exams.	Imelda Hermosillo	Conduct PSAT workshops	9th,10th	To be determined pending school site agreements.	Familiarize students with the content & format of the exams.	Year to Year comparison of the numbers of SAA students in target scho who take the PSAT/SAT.
	To increase the numbers of participants who take the PSAT/SAT.		Conduct SAT workshops	11th			

Chart #2

Page: 1

Unit: EOP/SAA

Academic Enrichment Program

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II. SENIOR HIGH OUTREACH		Marco Banda SAO II	ACADEMIC ENRICHMENT PROGRAM (AEP)				
A. Increased motivation to obtain a post-secondary education.	To organize a student membership organization that will provide the cohesiveness, motivation, and vehicle for AEP workshops, lectures, presentations and excursions.		AEP STUDENT CORE Regular meetings to: - Provide college prep workshops. - Host guest lectures. - Organize academic cultural excursions. - Provide organized sense of purpose and increase academic peer support. - Provide opportunities for members to assert their interest in directing students initiated activities.		Minimally twice per month, 1986-87 academic year.	Active involvement in Core meetings & activities	Activity Repor of AEP core participation rates.
	Increase students interest in surpassing UC eligibility requirements.		College motivation Program Orientation workshop.		Once per semester	Increased motivation to maintain honors standing.	Activity repo

Chart #2

Page: 2

Unit: EOP/SAA

Academic Enrichment Program

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II. A. Increased Motivation	To recognize students' honors achievements and to formalize their public commitment to academic achievement and UC eligibility. To increase parent awareness and pride in students participation.	Marco Banda SAO II	Enrollment ceremony role model initiation into the AEP program with emphasis placed on their academic achievement to date & and program goals. Parents will perform initiation rite into program.		Once per academic year.	Increased student focus on their academic persistence	Activity rep
	To establish an honors program at targeted high school sites that will provide Early Outreach services to academically talented SAA students.		1) Negotiate service agreements to determine: • School designated faculty sponsor. • Available school site resources for service. • Coordination to interface with school based and other Early Outreach efforts toward post secondary eligibility		Academic year 1986-87	Realized cooperation and development of a school-site based college preparatory academic support programs.	School approv and authorize service agree ment.

Chart #2

Page: 3
Unit: EOP/SAA
Academic Enrichment Program

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
A. Increased Motivation		Marco Banda SAO II					
			2) Recruitment of 25 honors type students at each school site according to AEP participation criterias. School designated process possibilities: - transcript search - faculty nominations - general program presentations.			Establishment of a student pool reflective of the numbers of SAA honors students available at each school site.	Tabulation o student info mation forms, Academic rec release form and A-F cour and g.p.a. evaluation.
	Provide structured opportunities for students to exercise independent or small group academic research through topic reports, interviews, survey, or peer tutoring.		Student Achievement Recognition System (SARS): Incentive system for students to pursue extra curricular development of their college prep. skills.		Academic year 86-87	Increased student assertiveness in pursuit of education and increased peer support toward UC eligibility.	Activity rep on SARS participation ra
	Increase the students commitment to maintain their academic excellence by highlighting the achievements of the AEP membership at large.		AEP student Newsletter -Student achievement recognition. -Study trips -Role model interviews -Program calendar updates -Student guest contributors.		Quarterly	Increase student interest in maintaining academic standards and increased participation.	Activity repo on anecdotal student feedb

Chart #2

Page: 4
Unit: EOP/SAA
Academic Enrichment Program

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
A. Increased Motivation		Marco Banda SAO II					
	Increase student awareness of the relationship between post-secondary education and careers.		Women in Math and Science conference. UCI-Biological Sciences Dept. University women sponsored career conf.	45 AEP female members	One Saturday in March'87	Identification with role model profes-sional women. Better understanding of career opportunities related to post secondary education.	Activity repo and student satisfactior survey.
	Increase school, contributor & student support for the programs UC eligibility efforts.		Achievement Banquet, end of the year recognition of student achievement and program contributers.		May 87	Increase support for AEP efforts	Activity repo and anecdotal participant feed back.

Chart #2

Page: 5
Unit: EOP/SAA
Academic Enrichment Program

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
B. Improved Academic Performance	To increase student academic ability through workshops on general effective study techniques utilized by successful university students.	Marco Banda SAO II	1) University Skills Series. Skills workshops in: - goal setting - note taking - time management - study environments - test taking - test reading - effective group study		Academic year, once a month.	Increase student knowledge of successful study techniques and strategies.	pre-post skill survey.
	Increase student development of study skills and academic performance.		2) Independent group - Academic Projects Through the incentive system students are assigned projects in: -Career interviews -Survey development and group presentations. -Topic term papers -Peer tutoring and group study.		On going academic year.		Activity repor on participati rate.

Chart #2

Page: 6
Unit: EOP/SAA
Academic Enrichment Program

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
B. Improved Academic Performance	Increase student initiative to assert independent activity development related to AEP Early Outreach goals.	Marco Banda SAO II	3)Leadership Weekend training. - Organization - Assertion - Group dynamics - Planning strategies - Motivation & morale - Resource development		One weekend in November	Increase cohesiveness and structure in student direction of AEP core groups.	Activity repo on participati rate and stude satisfaction surveys.
	Increase student focus on process for UC eligibility achievement.		4) High School education Plan.		November one workshop.	Increase in longitudinal rate of UC eligibility at each school site.	Longitudinal comparison of A-F criteria compliance rate of AEP members.
	Increase student awareness of academic disciplines and university environment.		5)Saturday College - Writing development - Academic discipline exploration. - Cultural		3 Saturdays in February	Increased understanding of the academic demands of different disciplines.	Activity report and pre-post student survey.
	Ensure UC eligibility progression & AEP course requirement satisfaction.		6)Academic Advisement session. A-F, g.p.a. & upcoming semester recommendations for each student.		Twice a year.	Increased A-F UC eligibility progress	Activity report

Chart #2

Page: 7
Unit: EOP/SAA AEP
Academic Enrichment Program

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
		Marco Banda SAO II					
C. Increased Numbers of Regularly Admissible UC SAA Students.	Provide incentive and opportunities for students to prepare for and complete the scholastic aptitude test.		1) SAT Workshops. and SAA collaborative referrals to other SAT training programs.	AEP Juniors	3 Saturdays in April	Increased school site SAT SAA participation.	- Activity repo - SAT Test completion surv -Comparison of school site SA students takin the test and test scores.
	Provide a structured format to assist students in realizing their college plans.		2) College selection workshops.	AEP Juniors	March	Student clarity on the process for selecting a college and greater commitment to their college choice.	Post workshop survey.
	Provide opportunity for members to examine student and academic life at UCI.		3) Steps Toward Excellence.	AEP sophomo. and juniors	One Saturday in April	Demystification of University of California.	Post activity survey and activity report

EOP/SAA--OUTREACH

EARLY OUTREACH

Chart #2

Page: 1
Unit: EOP/SAA
Early Outreach Senior Services

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II. SENIOR HIGH **D. To increase the number of SAA students who apply and enroll in UC and other institutions of higher education.**	1) To increase the students' awareness of the steps they should be taking towards applying to college.	Betty Watanabe	EARLY OUTREACH SENIOR SERVICES	E.O. Grads	Three times a year	1) Students will become more aware of the steps they should be taking to apply to college and consequently, increase the number of students taking the appropriate tests, meeting deadlines, etc.	1) Survey of Newslette effectiveness.
	2) To increase the number of Early Outreach graduates who apply to and enroll in the UC and other institutions of higher education.		2a) Academic Counseling -Participation in the Preliminary Admissions Evaluation in the Field (PAEF). -Students who do not participate in PAEF will receive service by program officer.	E.O. Grads	2a) Once a year	2a) Students will enroll in appropriate courses & apply to UC campus & other institutions of higher education.	2a) Count number of student who received this service & applied to a UC campus or other institution of higher education.
			2b) Application Workshop	E.O. Grads	2b) Once a year	2b) Students will complete a UC application and submit it in November.	2b) Count Applications

Chart #2

Page: 2
Unit: EOP/SAA
Early Outreach Senior Services

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
		Betty Watanabe	2c) Financial Aid Workshop	E.O. Grads	2c) Once a year	2c) All E.O. grads will complete necessary applications for financial aid.	2c) Survey
			2d) Housing Presentation (Housing Outreach Program)	E.O. Grads	2d) Once a year	2d) Students will meet necessary deadlines for housing process.	2d) Survey
			2e) SOP (Stay Over Program - Housing)	E.O. Grads	2e) To be determined	2e) Students will have opportunity to experience college life by staying in residence hall with current student	2e) Survey (Evaluation)
			2f) Follow-up phone calls	E.O. Grads	2f) 2-3 times a year	2f) Students will maintain motivation to complete application process.	2f) Activity Report on student responses

Chart #3

Page: 3

Unit: EOP/SAA

Early Outreach Senior Services

1986-87

SCHEDULE OF ACTIVITIES

Program Activities/Events

	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Senior Newsletter				x			x			x		
2. Academic Counseling				x	x							
3. Application Workshop					x							
4. Financial Aid Workshop						x	x					
5. Housing Presentation							x					
6. SOP (Stay Over Program)									x	x	x	
7. Follow-up Phone Calls							x		x	x		

CHART # 2

UNIT THE ADVANCE PROGRAM

UCI PROGRAM ACTIVITIES FOR 1986-87

DATE: NOVEMBER 1986

UCI SAA GOALS	YOUR UNIT'S PROGRAM OBJECTIVES	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	PROGRAM ACTIVITIES	NUMBERS IN TARGET GROUP BY ETHNICITY	FREQUENCY/ DURATION OF PROGRAM ACTIVITY	EXPECTED OUTCOMES	MEASUREMENT OF OUTCOMES
The goal of the Advance Program is to increase the number of targeted underrepresented minority youth in the fifteen selected schools (Compton, Long Beach, and Paramount Districts) that go on beyond high school and succeed through higher education	The following objectives must be met in order to achieve the Advance Program goal * To motivate participants toward higher education * To improve participants academic performance * To improve participants self-confidence * To facilitate career exploration for participants * To provide participants with guidance on the pursuit of a personalized college preparatory plan	S A O II S A O I ASSISTANT U-CAN	I ADVANCE CLUB The ADVANCE CLUB is a motivation tool designed to encourage youth to strive toward higher education. Its intent is to instill n participants a student life style which centers on academic excellence. The process is made up of five levels of identifications o GREEN ADVANCER (7th graders) Desire to advance in knowledge o SILVER ADVANCER (8th & 9th graders) Takes the Tic Tac Go challenge o PURPLE ADVANCER (10th & 11th graders) Plans to go beyond the Tic Tac Go minimum o GOLD ADVANCER (12th graders) Is college ready and college bound Participants go through these levels, which are then affirmed with its corresponding ceremony, creed, and recognition button	FIFTEEN SCHOOLS NINE HIGH SCHOOLS Centennial Compton Dominguez Jordan Lakewood Millikan Paramount Poly Wilson SIX JR. HIGH SCHOOLS Bancroft Clearwater Jefferson Lindbergh Marshall Stephens No less than 1,620 students are being targeted from the schools. Eighty-five percent of the students are expected to ie SAA	The Advance Club will be ongoing throughout the academic year The initial stage for the development of the club is a bi-monthly meeting.	The club member's academic [illegible] raised Academic performance improves. Members become more focused as to their goals. Their self-confidence and self-esteem are raised. Ninety percent of the club members are expected to go on to college	Improvement of grade will be shown through academic progress monitoring Progress monitoring will be occurring no less than two times per academic year. In order to measure progress in goal exploration, students will be asked to write an auto-biographical essay as if they were writing it twenty years into the future Confidence and self-esteem will be measured by surveying the parents, teachers and counselors of the club member. The survey will attempt to ascertain club members change in attitude as perceived by others Club members will be monitored as to their educational and career actions after high school

CHART # 2

UNIT THE ADVANCE PROGRAM

UCI PROGRAM ACTIVITIES FOR 1986-87

DATE: NOVEMBER 1986

UCI SAA GOALS	YOUR UNIT'S PROGRAM OBJECTIVES	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	PROGRAM ACTIVITIES	NUMBERS IN TARGET GROUP BY ETHNICITY	FREQUENCY/ DURATION OF PROGRAM ACTIVITY	EXPECTED OUTCOMES	MEASUREMENT OF OUTCOMES
The goal of the Advance Program is to increase the number of targeted underrepresented minority youth in the fifteen selected schools (Compton, Long Beach, and Paramount Districts) that go on beyond high school and succeed through higher education.	Through parent involvement, the following objectives are hoped to be achieved: * To motivate participants toward higher education * To improve participants academic performance * To improve participants self-confidence * To facilitate career exploration for participants * To provide participants with guidance on the pursuit of a personalized college preparatory plan	S A O II PARENT COORDINATOR S A O I ASSISTANT U-CAN	II. ADVANCE PARENT NETWORK This network will focus on two informational categories: 1 Raising our children's confidence and level of skill: o Helping our children to increase in self-confidence and self-esteem o Helping our children to aspire toward higher education o Helping our children to obtain the necessary skills needed to excel academically 2 Raising our children's awareness about opportunities in higher education: o Helping our children learn about the financial aid opportunities o Helping our children with career exploration o Helping our children with college exploration	The parents of all the Advance club members will be targeted for these network services	Workshops will occur on a periodic basis	Parental support toward the pursuit of higher education increases o Parents increase their ability to instill confidence and esteem in their children o Parents learn how to assist their children to obtain improvement in academic performance o Parents learn how to encourage their children to increase their awareness about financial aid, career, and college opportunities	Advance club members will be surveyed regarding the type of parental support they receive

Chart # 2

Unit THE ADVANCE PROGRAM

UCI PROGRAM ACTIVITIES FOR 1986-87

Date: NOVEMBER 1986

UCI SAA GOALS	YOUR UNIT'S PROGRAM OBJECTIVES	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	PROGRAM ACTIVITIES	NUMBERS IN TARGET GROUP BY ETHNICITY	FREQUENCY/ DURATION OF PROGRAM ACTIVITY	EXPECTED OUTCOMES	MEASUREMENT OF OUTCOMES
The goal of the Advance Program is to increase the number of targeted underrepresented minority youth in the fifteen selected schools (Compton, Long Beach, and Paramount Districts) that go on beyond high school and succeed through higher education.	By increasing participant enthusiasm and skill on communications, progress on the following objectives will be achieved: • To motivate participants toward higher education • To improve participants academic performance • To improve participants self-confidence • To facilitate career exploration for participants • To provide participants with guidance on the pursuit of a personalized college preparatory plan	S A O II S A O I ASSISTANT U-CAN	III. ADVANCE COMMUNICATION CONFERENCE A major conference on communications will be offered to all the Advance Club members. Conference outline: Plenary session will emphasize the importance of communications and the critical thinking that serves as a foundation to all types of communication abilities. Six workshops will be offered: • Foreign Languages • Poetry • Fiction • Journalism • Forensics • Writing A Paper	FIFTEEN SCHOOLS: NINE HIGH SCHOOLS: Centennial Compton Dominguez Jordan Lakewood Millikan Paramount Poly Wilson SIX JR. HIGH SCHOOLS: Bancroft Clearwater Jefferson Lindbergh Marshall Stephens No less than 1620 students are being targeted from the schools. Eighty-five percent of the students are expected to be SAA.	This conference will be offered in March. It will occur twice, once for the Compton and Paramount schools, and the second time for the schools in Long Beach.	Enthusiasm toward communication increases. Students get better grades overall, but especially in the communication fields.	Each Advance club reports on their experience in the conference. Progress monitoring will show if any improvements in grades occur.

CHART # 2

UNIT THE ADVANCE PROGRAM

UCI PROGRAM ACTIVITIES FOR 1986-87

DATE: NOVEMBER 1986

UCI SAA GOALS	YOUR UNIT'S PROGRAM OBJECTIVES	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	PROGRAM ACTIVITIES	NUMBERS IN TARGET GROUP BY ETHNICITY	FREQUENCY/ DURATION OF PROGRAM ACTIVITY	EXPECTED OUTCOMES	MEASUREMENT OF OUTCOMES
1. TO INCREASE THE NUMBER OF UNDER-REPRESENTED MINORITY STUDENTS GOING INTO HIGHER EDUCATION. 2. INCREASE MOTIVATION TOWARD HIGHER EDUCATION 3. IMPROVE ACADEMIC PERFORMANCE. 4. IMPROVE SELF-CONFIDENCE 5. EXPLORE CAREERS 6. PURSUE COLLEGE PREPARATORY PLAN			V. SESSIONS ON LOGIC Three workshop sessions on Logic are being developed for the purpose of assisting in the improvement of academic performance. The three sessions will be on: o Deductive Logic o Inductive Logic o The Math Connection VI. PROGRESS MONITORING The purpose for this activity is not merely to document student performance but to improve it. There are three parts to the monitoring strategy: o Transcript Review o A-F Analysis o Academic Assessment				

CHART # 2

UNIT THE ADVANCE PROGRAM

UCI PROGRAM ACTIVITIES FOR 1986-87

DATE: NOVEMBER 1986

UCI SAA GOALS	YOUR UNIT'S PROGRAM OBJECTIVES	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	PROGRAM ACTIVITIES	NUMBERS IN TARGET GROUP BY ETHNICITY	FREQUENCY/ DURATION OF PROGRAM ACTIVITY	EXPECTED OUTCOMES	MEASUREMENT OF OUTCOMES
1. TO INCREASE THE NUMBER OF UNDER-REPRESENTED MINORITY STUDENTS GOING INTO HIGHER EDUCATION. 2. INCREASE MOTIVATION TOWARD HIGHER EDUCATION 3. IMPROVE ACADEMIC PERFORMANCE. 4. IMPROVE SELF-CONFIDENCE 5. EXPLORE CAREERS 6. PURSUE COLLEGE PREPARATORY PLAN			VII. ACADEMIC GUIDANCE The purpose for this activity is to assist each student in making a plan for academic excellence. There are three parts to the academic guidance strategy: o Exploring Academic Potential o Explaining Academic Standing o Proposing an Academic Plan VIII. COLLEGE COUNSELLING This service will focus on the following components of College Counselling: o Choosing a Campus o Admissions o Housing o College Life				

CHART # 2

UNIT THE ADVANCE PROGRAM

UCI PROGRAM ACTIVITIES FOR 1986-87

DATE: NOVEMBER 1986

UCI SAA GOALS	YOUR UNIT'S PROGRAM OBJECTIVES	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	PROGRAM ACTIVITIES	NUMBERS IN TARGET GROUP BY ETHNICITY	FREQUENCY/ DURATION OF PROGRAM ACTIVITY	EXPECTED OUTCOMES	MEASUREMENT OF OUTCOMES
1. TO INCREASE THE NUMBER OF UNDER-REPRESENTED MINORITY STUDENTS GOING INTO HIGHER EDUCATION. 2. INCREASE MOTIVATION TOWARD HIGHER EDUCATION 3. IMPROVE ACADEMIC PERFORMANCE. 4. IMPROVE SELF-CONFIDENCE 5. EXPLORE CAREERS 6. PURSUE COLLEGE PREPARATORY PLAN			IX. FINANCIAL AID COUNSELLING This service will focus on the following components of Financial Aid Counselling: o "Demonstrated Needs" o CAL Grants o Pell Grant o Scholarships o Financial Aid Package X. SUMMER PROGRAMS Students in the Advance Program will be informed of a variety opportunities to participate in summer programs. These programs will be from across the nation. Assistance in the application process, such as reminding students of deadlines, letters of recommendations, and financial aid counseling will be provided.				

EOP/SAA--OUTREACH

IMMEDIATE OUTREACH

453

Page 1

Unit EOP/SAA Immediate Outreach

Date:

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IIA	To provide motivation information, and application procedural advice to students	Dennis Lopez C. Dearmon B. Watanabe R. Salazar K. Escobedo	High school visitations	High schools with significant SAA populations	Fall, Winter and Spring	Increase in the number of EOP/SAA applicants to UC from high schools visited	Comparison of previous years total
IIIA-E	To assist students to transfer from the CC's to UC	Dennis Lopez D. Peterson C. Dearmon R. Salazar D. Adams	Community college visitations	CC's with significant SAA populations	Fall, Winter and Spring	Increase in the number of EOP/SAA Community College applicants	Comparison of previous years total
		Dennis Lopez D. Peterson D. Adams	Transfer Center Visitations	Students at designated CC's	Year Round	Increase in the number of community college transfer applicants from center sights	Comparison of previous years total

Page 2
Unit
Date:

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Service to prospective EOP/SAA applicants	D. Peterson D. Adams D. Lopez	Correspondance to Prospective EOP/SAA applicants to UCI by: a) Direct mailing to respond to request; b) Passport mailing to LA Harbor College	Low-income and under-represented ethnic minority students	Year-Round	Increase number of EOP/SAA students who enroll at UCI	Comparison of previous year
				SAA students w/ 30 units and 2.4 GPA	Oct - Nov	Increase number of SAA applicants from LA Harbor	Comparison of previous year
	Service to prospective EOP/SAA applicants and actual applicants. Service to applicants	D. Lopez D. Peterson D. Adams	Campus Tours Fall 86 App. Follow-Up	Prospect SAA transfer students and applicants	Nov 86 - Feb 87 Apr. 87	Increase in number of EOP/SAA applicants to UCI	Comparison of previous year
	Survey SAA transfer students to improve service to applicants	D. Lopez D. Peterson D. Adams	Fall 86 enrolled EOP/SAA student servey	Fall 86 EOP/SAA applicants	Dec 85 - Sept. 86	Increase number of EOP/SAA Admits	Comparison of previous year
				Fall 86 enrolled EOP/SAA	Nov - Jan	Enrolled students	Compile/analys survey results
	Service to prospective EOP/SAA applicants	D. Lopez D. Peterson	Community College Summer Readiness Tours	Fr. EOP students from local CC EOP/S Program	July 86 and July 87	Increase number of EOP/SAA app. from local CC's	Comparison of previous year

Page 3
Unit
Date:

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Service to applicants	D. Lopez D. Peterson D. Adams	Winter 87 application follow-up	Winter 87 EOP/SAA applicants	Aug 86 - Dec 86	Enrolled students	Compile/ analyse surve results
	Service to applicants	D. Lopez D. Peterson D. Adams	Spring 87 application follow-up	Spring 87 EOP/SAA applicants	Nov 86 - Mar 87	Enrolled students	Compile/ analyse surve results
	Service to applicants	D. Lopez D. Peterson D. Adams	Fall 87 application follow-up	Fall 87 EOP/SAA applicants	Dec 86 - Sept 87	Enrolled students	Compile/ analyse surve results
	Service to applicants	D. Lopez D. Peterson D. Adams	UC Admission Application Workshop	Prospect EOP/SAA applicants	Oct - Nov 86	Increase number of EOP/SAA Admits	Compile/ analyse surve results
	Service to applicants	D. Lopez D. Peterson D. Adams	Financial Aid workshops	87-88 UC EOP/SAA applicants	Jan 87 - Feb 87	Increase number of EOP/ SAA applicants who successfully complete financial aid process	Numbers of EOP/SAA transfers applicant who enroll
	Service to EOP/SAA applicants	D. Lopez D. Peterson D. Adams	EOP/SAA Transfer Applicant Day	Fall 87 EOP/SAA applicants	Mar 87	Increase number of EOP/SAA transfers applicants who are admitted and enroll	Comparison of previous year

Page 4

Unit

Date:

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Service to SAA admits	D. Lopez D. Peterson D. Adams	SAA transfer student admits "Orientation Weekend"	Fall 87 SAA admits	July 87	Increase number of SAA transfers admits who enroll	Comparison of previous year
	Service to Community College Staff/Faculty	D. Lopez D. Peterson D. Adams	In-Service Training	Select CC counselors and faculty	Fall 86	Increase number of EOP/SAA applicants from selected CC's	Comparison of previous year
	Service to Transfer Center Staff	D. Peterson D. Adams	Transfer Center Director's "Report Card" Luncheon	Transfer Center Directory	Oct 86	Share information, enhance communication with transfer center directors	Evaluate repor
	Service to Transfer Center Staff	D. Peterson D. Adams	Faculty to faculty luncheon	UC/CC faculty	Feb 87	Share information enhance articulation between UCI and selected CC's.	Evaluate repor
	Service to Transfer Center Staff	D. Peterson	Community College Recognition Day	Transfer Center contacts and volunteers	May 87	Recognize contributors to transfer center activities	Survey to improve on service next year

Page 5

Unit

Date:

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Service to Partners Seniors	D. Lopez B. Watanabe	UC applicants Workshops	Partners Seniors	Fall 86	Increase number of Partners Seniors who apply and are admitted	Increase number of Partners Seniors who enroll at UCI
	Service to Partners Seniors	B. Watanbae	Autobiographical essay workshops	Partners Seniors	Fall 86	Increase number of Partners Seniors who apply and are admitted	Increase number of Partners Seniors who enroll at UCI
	Service to Partners Seniors	B. Watanabe	Preliminary admissions evaluation/financial aid evaluation	Selected Partners Seniors and PCATS schools	Fall 86	Increase number of SAA/EOP applicants from Partners and PCATS schools	Comparison of previous year
	Service to SAA/Freshmen applicants 87-88	D. Lopez C. Dearmon R. Salazar B. Watanabe K. Escobedo	Applicant follow-up by telephone, correspondence, and walk-in or by appointment counseling	SAA applicants 87-88	Dec 86 - Summer 87	Increase number of SAA applicants	Comparison of previous year
	Service to SAA Freshmen applicants 87-88	D. Lopez C. Dearmon R. Salazar B. Watanabe K. Escobedo	Christmas letter to SAA applicants	SAA applicants 87-88	Dec 86	Remind SAA applicants of important elements in applica process in order to increase # of applicants who complete process	Increase # of SAA appli- applicant who enroll at UCI

Page 6
Unit
Date:

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Increase number of high achieving SAA applicants who apply for UC scholarships	D. Lopez	Provide list of high achieving SAA applicants to Financial Aid for consideration of receiving applicants for UC and Regents Scholarship as well as SAA scholarship	Fall 87 SAA applicants	Dec 86 - Jan 87	Increase the number of high achieving SAA applicants who enroll at UCI	Comparison of previous year
	Service to Applicants	D. Lopez C. Dearmon R. Salazar B. Watanabe	University Community Action Network U-CAN	Concerned UCI student, staff, faculty and alumni volunteers who assist EOP/SAA in Outreach and Yield Activities	Year Round	Increase number of SAA students who apply, are admitted then enrolled at UCI	Comparison of previous year
	Assist EOP/SAA applicants to complete the Financial Aid process	D. Lopez C. Dearmon B. Watanabe R. Salazar	Financial Aid workshops	SAA applicants	Jan-Feb 87	Increase # of EOP/SAA who complete the Financial Aid process in a timely manner	# of EOP/SAA admits who enroll

Page 7

Unit EOP/SAA Immediate Outreach

Date: December, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IA, IID	Initiate creative approaches to outreach activities	D. Lopez	Special Outreach Projects	Vary	Year round	Increase the number of EOP/SAA applicants	Monitor participant to determine number who apply
	Continue to offer volunteer assistance to Statewide conference and the Orange County committee specifically	D. Lopez	Chicano/Latino Youth Leadership Conference	Orange County participants (6) and 120 California participants in total	Summer conference Year round organizing	Increase number of applicants to UC out of the number of conference participants	Spring questionnaire
	Initiate creative approaches to outreach activities	D. Lopez C. Dearmon R. Salazar B. Watanabe	American Indian Recruitment	American Indian community & students	Year round	Increase number of American Indian applicants	Compare previ year's total
	Expand number of CMP's covered	D. Lopez C. Dearmon	College Motivation Program	American Indian students	Academic/ school year	Increase number of American Indian applicants	Compare previous year's total
	Enhance the preparation of underclassmen	D. Lopez	Title IV Directors Mtg.	Counselors of Amer. Ind. students	Winter	Develop outreach strategies	Number of visits students contact in fall 1986

Page 8

Unit EOP/SAA Immediate Outreach

Date: December, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Outreach to Northern San Diego County American Indian community	D. Lopez R. Salazar	Pala Reservation and Learning Circle of Palomar College visits	Local American Indian community	Winter & Spring	Increase the number students apply to institutions of higher education specifically UCI	Follow-up of student participants
	Enhance communication and involvement with the Los Angeles Amer. Indian community	D. Lopez	Los Angeles Unified School District Amer. Indian Education Comm.	American Indian Community Leaders	Year round	Provide information to leaders in the Los Angeles area American Indian community and solicit referrals of prospective applicants	# of American Indian applicants enrolled student
	Enhance communication and involvement with the predominantly black churches and community organizations in Compton	D. Lopez	Workshop series "Building Bridges with Black Students & Parents Toward Institutions of Higher Education."	Black church leaders & community organizations	Quarterly	Provide information to leaders in the Compton area churches and community organizations and solicit referrals of prospective applicants	# of black applicants an enrolled students.
	Participate and assist with this major initiative to increase the number of college bound black students in the Los Angeles area	D. Lopez C. Dearmon	Young Black Scholars Program	The 1990 class of identified black student participate in YBS	Year round	Increase the # of black students eligible to attend 4 year colleges in 1990	Increase # of admitted and enrolled black high school students for the class of 1990

Page 9
Unit EOP/SAA Immediate Outreach
Date: December, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Assist in the funding & coordination of the Parent Unity Conference	D. Lopez	Parent Unity Conference	Black, Chicano & American Indian Parents in Los Angeles	Sept. Conf. & year round organizing	Provide information to SAA parents in Los Angels. Assist with program coordination & facilitation	Program evaluation
	Outreach to this San Diego county reservation with a focus on health care professions and univeristy preparation	D. Lopez R. Salazar	Southern California Indian Council Albejas Reservation	American Indian community contacts EOP/S staff & Amer. Indian students	Summer	Increase the number of students apply t institutions of higher education specifically UCI	Follow-up of student participants.
	Assist in the enhancement of college going rates in 3 Compton HS's	Manuel Gomez, C. Dearmon D. Lopez	Collaboration with Compton School Dist.	Compton District Personnel & students	Academic school yr.	Increase the number of EOP/SAA applicants from Compton School District.	Monitor the number of applicant & compare to previous year
	Collaborate with this sorority in their youth group conference & activities	D. Lopez	Phi Delta Kapp Sorority Youth Group	Calif. Black H.S students	Academic School Yr.	Increase the number of these students who apply to UC in general and Irvine specifically	Survey of students contacted

Page 10

Unit EOP/SAA Immediate Outreach

Date: December, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Enhance yeild of EOP/ SAA applicants	D. Lopez D. Peterson C. Dearmon B. Watanabe R. Salazar	Internal Campus coordination and/or applicant follow-up	H.S. & advanced standing applicants	Year round	Increase the number of EOP/SAA students who apply and then enroll at UCI.	Comparison to last years total
	A focused outreach effort for Bio. Sci. students	D. Lopez D. Peterson C. Dearmon R. Salazar D. Adams	Bio Sci Project	Prospective Bio majors from selected CC's & HS's	Spring	Increase awareness of H.S. and C.C. students of necessary preparation for pre-med curriculum or scientific research in Biology	Monitoring of students contacted
	Enhance campus outreach effort	D. Lopez	ORSC Collaborative Effort	Prospective EOP applicants	Yr. Round	Increase the # of EOP/SAA applicants	Comparison of last years total
	Enhance cmapus outreach efforts	D. Lopez C. Dearmon B. Watanabe D. Peterson R. Salazar D. Adams	Assigned school coverage	Prospective EOP applicants	Fall & Spring quarters	Incrase the number of EOP/SAA applicants	Comparison of last year's total
	Enhance campus outreach efforts	D. Lopez C. Dearmon B. Watanabe D. Peterson R. Salazar D. Adams	CCUD Coverage	Prospective EOP applicants	Fall & Spring	Increase the # of EOP/SAA applicants	Comparison of last year's total

Page 11

Unit EOP/SAA Immediate Outreach

Date: December, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Enhance campus outreach efforts	D. Lopez C. Dearmon B. Watanabe D. Peterson R. Salazar D. Adams	UC Irvine capus activities (i.e., University Day, Jr. Day, Honors Day, Orientation Programs) Housing Orientation, Directions for your Future)	Prospective EOP applicants	Year round	Increase the # of EOP/SAA applicants	Comparison of last year's total
IID	To identify low-income & underrepresented ethnic students who have the motivation & potential to succeed but who did not meet all UC admissions requirements	D. Lopez	EOP Special Action Admissions	EOP/SAA applicants not regularly admissible	Winter & Spring	Enhance follow-up & yield effort for EOP/SAA applicants	Increase the # of Special Action EOP/SAA applicants who are admitted and then enroll at UCI.
	Refer Special Action admits to participate in SEOP	D. Lopez	EOP Special Services collaborative efforts	EOP Special Action Admits	Winter-spring	SEOP Participation	Special Service Monitoring
	Intersegmental cooperation in meeting the needs of low-income & underrepresented ethnic minority students	D. Lopez	South Coast EOP/S Consortium A) Combined visitations B) Educational Policy C) Referral of students	Member institutions who serve low-income underrepresented students	Year round	To assist low-income & underrepresented ethnic students in their post-secondary aspirations	A) # of students contact B) # of applicants

Page 12

Unit EOP/SAA Immediate Outreach

Date: December, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Intersegmental cooperation in meeting the needs of low-income & underrepresented ethnic minority students	D. Lopez	Feria(s) Educative(s) Familar(es)	Prospective EOP/SAA applicants in the Coachella & Imperial Valleys	Fall	Increase the number of EOP/SAA applicants from these areas	Comparison of last year's total
	Intersegmental cooperation in meeting the needs of low-income & underrepresented ethnic minority students.	D. Lopez	Chicano/Latino Youth Leadership Conference-see Summer Residential Programs	Selected California Chicano/Latino H.S students	Year round	See Summer Residential Programs	See Summer Residential Programs
	See outcomes	D. Lopez	Professional Conferences Association of American Indian Recruiters Raza Administrators & Counselors in Higher Education California Assocation of Bilingual Educators Association of Mexican American Educators			Contacts for future Outreach activities and professional development	Outreach activities generated
		C. Dearmon	Third World Counselors Association				

Chart #3

Page 1
Unit. EOP/SAA Immediate Outreach
Date: December, 1986

1986-87
Schedule of Activities

Program Activities/Events HIGH SCHOOL

July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Fall 86 Yield Activities	-------	Correspondence to Prospective Applicants			Fall 87 Yield Activities---	Correspondence Phone Follow-Up		-----	-----	-----	-----
	PCATS 86-87			Fresno UC OPUS Eval Day		CAMPUS TOURS-		-----	-----	-----	
	CLYLC 1986	SAA CONF.		UCR Partners Seniors Eval Day			Housing Calls to Prospective EOP Priority Recipients		EOP HOUSING PRIORITIZATION-----		
		UC COUN CONF.					Junior Class Outreach Visits		-----	-----	-----
			CAMPUS TOURS								
			Fall 87 High School Recruitment-----			Financial Aid Wkshps	Fall App Visits-	-----	-----	-----	
			UCI DAY	So Coast Cal-SOAP Eval Day			Title IV Directors Conf.		Junior & Honors Days		
		Partners Follow-Up, Class of 87									

Chart #3

Page 2

Unit. EOP/SAA
Immediate Outreach

Date: December, 1986

1986-87
Schedule of Activities

Program Activities/Events HIGH SCHOOL

July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Building Bridges Wkshp Part II		Immed. Outreach Staff Development LAUSD Parent Unity Conf.	Building Bridges Wkshp Part III RACHE College Night & Conf. PCATS Update Mtg Partners UC App. Sr Day-UCI	IO PC Download Testing Seniors Wkshps	Letter to Couns Contacts Open to SAA F87 Apps. Xmas letter to F87 applicants IO High Achieving F87 SAA Apps Young Black Scholars Mtg UCLA Fall 87 App FollowUp	Building Bridges Wkshp Part IV Explore/Discover UCI UCAN Follow Up Training Financial Aid Workshops Housing Open House Program	Directions 4 Your Future Conf. SAA App Stay Over Program F 87 Special Action Review		Building Bridges Wkshp Part V SAA Applicant Stay Over Program PCATS Spring Forward Mtg Wayzgoose, Celebrate UCI, Answers For Apps	Honors Day U-Can Rec. Day	

Chart #3

Page 3
Unit: EOP/SAA Immediate Outreach
Date: December, 1986

1986-87
Schedule of Activities

Program Activities/Events

July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
CC Summer Readiness Campus Tours			Follow Up Survey F 86 Applicants								EOP/SAA Trans Admit Orientation weekend (July)
			Winter 87 App Follow Up								
				Spring 87 App Follow Up							
Transfer Center Visits	Information Request Responses		Comm. Coll. CCUD's; UC App Workshops			Financial Aid Wkshps	Comm. College Campus Tours	Community College CCUD'S			
				Comm. College Campus Tours	Fall 87 App Follow Up			EOP/SAA Comm. College Transf. Applicant Day		Comm. College Recognition Day	
		Direct mail correspondence to prospective transfer applicants									
			Transfer Ctr. Directors Report Card Lunch	Passport Mailing LA Harbor Students							
Fall 86 App Follow-Up											

PROJECT RADIUS

484

Page: 1-R
Unit. Project Radius
Date: 9/15/86

1986-87
Schedule of Activities

tram Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Radius 1986-87 Activities			10 week course writing									
				10 week course writing								
				Conference writing			Conference ESL					
					Conference Mentor Teachers		Conference Math/ Science			Subject "A" Project		
					Saturday Workshops ESL							
						Renewal Meeting Writing Conference Critical Thinking					Conference Foreign Languages	
							10 week course writing/ literature	Conference				
								Conference Writing				

Chart #2

Page 1R
Unit Project Radius
Date September 15, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
I. B. 1 Junior High School Outreach (Grades 7-8)	To strengthen the writing skills of students in grades 7-college via the training of teachers	Carol Booth Olson, UCIWP Co-Director	Practical Ideas for Teaching Writing as a Process-major conference	50 teachers from SAA target schools, mixed ethnicity	2 days	Generate interest in further inservice training	Conference evaluation form
To improve the academic performance of underrepresented SAA students in UCI service area schools	To strengthen the writing skills of students in grades 7-12 in the Santa Ana Unified School District via the training of teachers	Shari Lockman, UCIWP, Teacher/ Consultant	Practical Ideas for Teaching Writing as a Process	25 Santa Ana teachers, mixed ethnicity	10 weeks	Teachers revise curriculum and teaching methods due to inservice training	Course evaluation form
"	To strengthen the writing skills of students via the training of administrators	Carol Booth Olson, UCIWP Co-Director	How to Develop and Evaluate an Effective Writing Program: A Conference for Administrators	15-20 SAA target school administrators, mixed ethnicity	1 day	Administrators are better prepared to evaluate existing writing programs and to develop new programs	Conference evaluation

*See page 1

Page 2R
Unit Project Radius
Date September 15, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers * in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	
I. B. cont.							
To improve the academic performance of underrepresented SAA students in UCI service area schools	To strengthen ESL students' mastery of English/Language Arts and to communicate university expectations	Carol Booth Olson, Coordinator, Project Radius; Robin Scarcella, Acting Director, ESL	Integrating Listening, Reading and Writing in the ESL Classroom	50 teachers from SAA target schools, mixed ethnicity	1 day	ESL teachers develop an integrated English/ Language Arts program	Conference evaluation
"	To increase student preparation across the curriculum via the training of mentor teachers	Carol Booth Olson, Coordinator, Project Radius	Conference on Effective Staff Development Strategies for Mentor Teachers	30 teachers from SAA target schools	1 day	Articulation and dialogue between mentor teachers	Conference evaluation
"	To increase ESL students in the Santa Ana School Districts' mastery of English/Language Arts via the training of teachers	Jeanne Stone, UCIWP Teacher/ Consultant	Saturday workshops	75 Santa Ana ESL teachers, mixed ethnicity	Four Saturdays	Teachers revise ESL curricula to reflect an integrated language arts approach	Workshop evaluation

*See page 1

Chart #2

Page 3R
Unit Project Radius
Date September 15, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	
I. B. cont. To improve the academic performance of underrepresented SAA students in UCI service area schools	To increase the writing skills of students in SAA target schools via the training of teachers	Carol Booth Olson, Co-Director, UCIWP	Renewal meetings for UCI Writing Project Summer Institute Fellows	12 teachers from SAA target schools with Affirmative Action Fellowships	2 days	Teachers revise writing curricula and teaching methodologies due to UCIWP training	Summer Institute Follow-up evaluation
"	To strengthen the critical thinking skills of students via the training of teachers	Carol Booth Olson, Coordinator, Project Radius	Workshop with Robert Sternberg: How Do We Teach Intelligence?	50 teachers from SAA schools, mixed ethnicity	1 day	Teachers infuse critical thinking strategies into curricula	Course evaluation
	To increase the writing skills of Santa Ana Unified School District students across the curriculum via the training of teachers	Brenda Borron, UCIWP Teacher/ Consultant	Writing Across the Curriculum course	25 Santa Ana teachers, mixed ethnicity	10 weeks	Non-English teachers use writing as a tool for learning	Course evaluation

*See page 1

Page 4R
Unit Project Radius
Date September 15, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
I. B. cont.							
To improve the academic performance of underrepresented SAA students in UCI service area schools	To strenthen the mathematics skills of K-8 teachers	Carol Booth Olson, Coordinator, Project Radius	Teaching Problem-Solving in Math and Science in the Elementary Classroom: A Workshop with Larry Lowery	35 SAA target school teachers, mixed ethnicity	1 day	Math and science teachers	Conference evaluation
"	To strengthen the college-prep English skills of SAA students via the training of teachers	Carol Booth Olson, Coordinator, Project Radius; John Hollowell, English Dept.; Shelley Greenberg, Project Accord	Subject A 1 Academic Writing Project - Diagnostic testing and follow-up conference	12 teachers from SAA target schools, mixed ethnicity	Testing plus one day	Teachers administer and receive back from UCI students' scored subject A exams	Program evaluation
	To strengthen the college preparatory foreign language skills of SAA students via training of teachers	Carol Booth Olson, Coordinator, Project Radius	Conference - Foreign Language Update	50 Foreign Language teachers from SAA target schools, mixed	1 day	Foreign language teachers are exposed to new techniques for teaching foreign languages	Course evaluation

*See page 1

Chart #2

Page 5R
Unit Project Radius
Date September 15, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers* in Target Group By Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
1. B. cont.							
	To strengthen Santa Ana students critical thinking skills through reading and writing about literature via the training of teachers	Brenda Borron, UCIWP Teacher/ Consultant	Fostering Critical Thinking Skills Through Reading and Writing About Literature	25 Santa Ana teachers, mixed ethnicity	10 weeks	Teachers integrate Writing Project model with State Model Curriculum Standards and develop demonstration lessons	Course evaluation

*See page 1

RELATIONS WITH SCHOOLS AND COLLEGES

Cnart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ORSC

Date: November 1986

Rating Scale
1 - Very Poor
2 - Average
3 - Above Average
4 - Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4		1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal # D: To increase the number of underrepresented SAA students who apply to and enroll in the UC and other institutions of higher education.				x	1	The fulfillment of this goal is a high priority for ORSC.
					2	
- Objective #1: articipate in EOP/SAA South Coast onsortium and other organizations esigned to fulfill goal.				x	1	EOP/S Consortium and similar organizations/activities designed to increase the number of SAA applying or enrolling in UC and other institutions of higher learning. ORSC participates fully.
					2	
- Objective #2: ncrease access and participation.				x	1	Access and participation in transfer programs (e.g. Answers for Transfers) encourages application and enrollment
					2	Continue this pattern
- Objective #3: articipate in the development of the obil Higher Education Center, "college an".				x	1	ORSC directly involved in developing an "intersegmental" mobile higher education center.
					2	Continue support for this project.
- Objective #4: btain updated ethnic information on "non-targeted" schools to aid in planning.				x	1	Use of this information resulted in an increase in the number of "non-targeted" schools with high SAA population visited.
					2	Continue usage of this information.
- Objective #5: Work with other segments of higher education to facilitate access to 4 year schools.					1	SCHEC, EOP/S Consortium, Articulation Council, Transfer Center are all activities ORSC participates in to fulfill goal.
					2	
- Objective #6: Promote UCI and encourage SAA applications and enrollment.				x	1	ORSC and EOP/SAA jointly sponsor special on-campus events/seminars to encourage application and enrollment of SAA students.
					2	Continue this practice. Increase number of events if possible.
- Objective #7: acilitate access to UCI for students with reaks in their education.			x		1	Provide access and encourage application and enrollment from non-traditional students.
					2	Refine Re-entry Program.

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.
They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green co

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ORSC

Date: November 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal #C: To increase the number of underrepresented SAA high school graduation from UCI service area high schools who are regularly admissible to the UC.			x		1 All ORSC Outreach activities are geared toward increasing number of regularly admissible students of all ethnicities. 2 Continue this pattern.
- Objective #1: Sponsor College Motivation Day Program.				x	1 This program is designed to increase the number of regularly admissible American Indian students. 2 Continue this pattern.
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ORSC

Date: November 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal # B: To improve the Academic Performance of SAA students in UC service area high schools.				x	1 Through the CAPP program, significant strides have been made in academic performance in the ABC School District. 2 Continue this practice.
- Objective #1: Continue update on relevant accurate information disseminated to the public (especially counselors).			x		1 Official School Visits include information on academic performance on college level which sometimes influences high school. 2 Share information (generalized) directly with students so that they know what to expect.
- Objective #2: IBID			x		1 Course List Reviews impact curricula as well as academic performance on high school level. 2 Continue this practice.
- Objective #3: Provide information to potential transfer students regarding transfer, major and breadth requirements.			x		1 If current high school students are ineligible for UC, transfer information impacts academic performance and content of programs for potential transfer students. 2
- Objective #4: Participate in and direct Academic Fellows Committee.				x	1 ORSC has had direct input into the development of a CAPP proposal through this committee. CAPP directly affects academic performance as well as curriculum. Also the California Principals Conference is a result of this committee. 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ORSC

Date: November 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # A:					1 2
- Objective 8 Establish an Office of Transfer Student Services.				x	1 Service has been provided for a number of SAA students. 2 Expand the office and services.
- Objective 9 Expand Outreach Services to distant areas via Alumni Representative Program.			x		1 Allowed ORSC to reach distant areas including some high SAA areas. 2 Continue this practice and expand when and where possible.
- Objective 10 Provide special tours for groups and make appropriate referrals.			x		1 When special groups included high numbers of SAA, EOP/SAA was notified. 2 Continue this practice.
- Objective 11 Waive fees for special campus programs (i.e. Honors/Senior Day etc.) for low income students.			x		1 When requested, fees for special events were waived for low income students. 2 Need to publicize this practice more to public school officials.
- Objective 12					1 2
- Objective 13					1 2
- Objective 14					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: ORSC

Date: November 1986

Rating Scale
1 - Very Poor
2 - Average
3 - Above Average
4 - Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal # A: To increase the number of underrepresented SAA students in the UCI service area schools who are motivated toward obtaining a post-secondary/higher education.			x		1 ORSC is committed to this goal and to the extent possible has made efforts/progress toward its fulfilment.
					2 Where possible/feasible request SAA participation in ORSC programs and activities.
- Objective #1: To provide information to (SAA) prospective students through outreach activities.				x	1 ORSC has provided information to a significantly larger number of SAA prospective students both in the UCI service area schools and in non-assigned schools.
					2 Continue this practice.
- Objective #2: To apprise prospective students and parents of change in UC requirements in time for them to prepare adequately to meet them.				x	1 The increase in SAA Enrollment is at least the partial result of timely information provided to students/parents.
					2 No modification is necessary regarding new requirements. However, early advisement is still imperative.
- Objective #3: Identify and visit an increased number of high schools with high % of SAA students as compared with last year.				x	1 ORSC visited several "new" schools with high SAA populations (especially in Northern California.)
					2 Continue this practice.
- Objective #4: Participate in programs designed to motivate and prepare SAA students.			x		1 ORSC participates in the EOP/S South Coast Consortium.
					2 Continue this practice and become even more active.
- Objective #5: Attract more American Indian students to UCI and motivate them toward higher education in general.				x	1 ORSC sponsors an annual College Motivation Program specifically for American Indian students.
					2 Continue this practice.
- Objective #6: Assist and encourage SAA students through application, enrollment and related processes and make appropriate referrals.			x		1 ORSC has made every effort to assist all students through the bureaucratic process. When necessary appropriate referrals are made.
					2 Continue this practice.
- Objective #7: Remain abreast and directly involved in SAA issues.					1 ORSC participates in various committees (i.e. SAA Task Force, Combined Visit Committee, etc.)
					2 Continue this practice and expand participation when and where possible.

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

Page 1

Unit ORSC

Date: November 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II A-D	1. To provide informatio to (SAA) prospective students through Outreach activities.	Sharon McKinney	1.Coordinate outreach activities with EOP/ SAA in high schsols and community colleges that have been identified as having large SAA populations.	1. Prospective UCI students from high schools & comm. colleges.	1. 2 or 3 times a year depending on services provided. (i.e. OSV Fall & Spring visit)	1. Increase the # of SAA students exposed to UCI and encouraged to apply and enroll.	1. Document when possible the number of SAA participants.
	2. Identify and visit an increased # of high schools with high % of SAA students as compared with last year.	Sharon McKinney & Shelly Greenberg	2.Identify and visit non-targeted non-assigned schools with high percentage of SAA students.	2. High Schools	2.Once possibly twice a year (Fall &Spring).	2. Increase the # of SAA students exposed to UCI and encourage a-plication	2. Compare the number of schools visited SAA participant and SAA applications (where possible) to those of last year.
	3. Increase the # of schools visited and services rendered as a result of additional (auxillary) staff.	3. Sharon McKinney & Shelly Greenberg	3. Hires a part-time person and activate alumni to represent UCI at various college fairs & career/college day & evening programs.	3.Prospective UCI students.	3. Fall & Spring	3. Increased coverage of schools to be visited.	3. Compare with # of schools visited last year (when GRT did not exist)

Unit ORSC

Date: NOVEMBER 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II A-D	4. Assist and encourage SAA students through application, enrollment and related rpocesses and make appropriate referrals.	4. Sharon McKinney	4. Continue to refer SAA prospective students to EOP/SAA for follow-up and services.	4. SAA prospective students	4. All Year	4. Encourage application and enrollment at UCI. ASSIST SAA students through bureaucratic process	4. Identify # SAA students referred by OR
	5. Actively involve SAA prospective students to participate in programs sponsored and/or coordinated by ORSC	5. ORSC staff (program coordinators)	5. Identify and encourage SAA participation in special programs and activities sponsored by units; i.e. tours, Honors Day, Jr. Day, College Motivation Day Project Accord, etc. Include "special invitation" in literature, Enlist assistance from EOP/SAA to encourage SAA participation. 5A. EOP reception is planned for UCI Sr. Day.	5. SAA prospective students	5. Throughout the year.	5. Increase in # of SAA participants	5. Comparison with last year's number participants.
	6. Provide fee waivers for special on-campus event	6. Marcy Reed	6. Work out a system with EOP/SAA to increase publicity about programs and fee waivers. Encourage SAA participation.	6. Low-income EOP/SAA prospective students	6. All year	6. Increase in low-income/SAA participation	6. Measure use of fee waiver and determine if SAA participation increa as a result.

Page 3

Unit ORSC

Chart #2

Date: NOVEMBER 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II A-D	7. Increase special tours and on-campus information programs for SAA prospective students.	7. Sharon McKinney & Marcy Reed	7. Coordinate special on-campus tours and information programs with EOP/SAA for SAA prospective students.	7. Low-Income EOP/ SAA prospective students	7. All Year	7. Increases exposure to UCI and encourage SAA application and enrollment	7. Compare # of special tours with that of last year.
	8. Attract more American Indian students to UCI and motivate them toward higher education	8. Sharon McKinney & Kogee Thomas	8. Implement College Motivation Day for American Indian students	8. American Indian students	8. Spring	8. Expose American Indian students to UCI and higher	8. Number of participants and evaluation forms completed by participants
	9. Support and directly impact SAA activites and issues	9. Sharon McKinney	9. Continue participation in SAA via committees, EOP/SAA consortium, SAA Conferences, etc.	9. UCI faculty & staff & intersegmental (UC, CSU, CC) staff	9. All Year	9. Give input in efforts addressing SAA issues	9. SAA activities resulting from participation. Number of students who participate in program/activities will be documented in final report.
	10. To ensure accurate and consistent dissemination of information to the public	10. ORSC staff	10. Continue encouraging cross-training and information sharing between units (i.e. staff development, special training sessions, cross-cultural leadership seminars)	10. Professional and volunteer Outreach staff	10. All Year	10. Continual update on relevant accurate information for dissemination to the public	10. Participation in such activities.

Unit ORSC

Date: NOVEMBER 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II A-D	11. Contribute to the SAA effort through publications upon request	11. Sue Wilbur Nancy Anderson	11. Consult with EOP and the campus editorial staff on publications specifically designed to attract prospective SAA students upon request.	11. SAA prospective students.	11. Upon request	11. Contribute to the design of effective, attractive publications to increase SAA interest in UCI.	11. Monitor use of publication Survey users of publication
	12. Increase public awareness of UCI through use of and distribution of materials/publications	12. Nancy Anderson	12. Share media and develop written resources to attract all students with special attention given to the interests and needs of SAA students.	12. Prospective students and high school & college administrators	12. Fall & Spring	12. Increase public awareness of UCI through media/ publications.	12. Monitor use of material.

Unit ORSC

Date: November 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	13. To give direct input and participate in programs facilitating SAA student access.	13. Sharon Cruz-McKinney	13. Participate in programs designed to increase access to the Univ. for SAA students (i.e. Special Action Interview process, Special SAA On-campus programs and tours and SAA organizations).	13. SAA prospective UCI students.	13. All year	13. Increase the # of SAA exposure to UCI and facilitate application and enrollment.	13. Participation activitie
	14. Publicize opportunities available through Pegasus.	14. Lorraine Bostick & John Boomer	14. Pegasus will send program brochure and letter to administrators at targeted schools describing their program for the academically gifted.	14. Teachers counselors administrators.	14. Fall & Spring	14. Increased SAA participation.	14. Inquiries and/or respons to information
	15. Financially support SAA participation in Pegasus Program	15. Lorraine Bostick & David Natkin	15. Pegasus will set aside at least 2 scholarships specifically for SAA participants in summer programs.	15. SAA junior& senior high school students	15. Summer	15. Increased SAA participation	15. Compare with participation last year
	16. Actively increase SAA participation through SAA financial support via scholarships	16. David Natkin	16. Pegasus will hire a person specifically to raise funds for scholarships	16. SAA junior & senior high school students	16. Summer	16. Increased SAA participation	16. Compare wit participation last year and number of SAA scholarships awarded.

Unit ORSC

Chart #2

Date: NOVEMBER 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	17. Provide a role mode, publicize, and encourag participation in Pegasu Program.	17. August Lobato		17. SAA prospective students	17. All year	17. Increased SAA participation	17. Compare with participation last year.
	18. Obtain update on ethnic information on "non-targeted" schools t aid in planning	18. Sharon Cruz-McKinney	18. Obtain ethnic breakdown of "non-targeted" schools for future planning.	18. Non-targeted high schools	18. Summer	18: Increased visits to schools identified as having significant number and % of SAA students	18. Compare wit number of schools visit last year

Unit ORSC

Date: NOVEMBER 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
A-E	1. To increase the number of SAA students who participate in programs initiated, coordinated, and/or sponsored by ORSC.	1.Juel Lee	1. Visit Community colleges to inform counselors and administrators of the performance of their former students (including SAA) and to update them on UC and UCI policies and procedures.	1.SAA transfer students.	1. All year	1a. Increased SAA referrals from CC's 1b. CC counselors better informed about SAA programs and transfer policies to UCI.	1. Number of CC referrals.
	2. Facilitate the transfer process.	2. Juel Lee	2. Cooperate with EOP/ SAA to offer "Answers for Transfers" program to facilitate and assist students in the transfer process by inviting them to the appropriate academic departments and and student services representatives.	2. SAA prospective transfer students.	2.5 times per year	2.Increased access to UCI on the transfer level. Good public relations. Increased application & enrollment.	2.Document - participatio
	3. To work with other segments of higher ed- to facilitate access to 4 year schools.	3.Juel Lee	3. Actively participate in the development of the Transfer Center.	3. Prospective transfer students.	3. All year	3. Increase the number of SAA transfer students.	3. Number of applications from transfer centers.

Page 8

Unit ORSC

Date: NOVEMBER 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
A-E	4. Increase access and participation of SAA transfer students.	4. Juel Lee ORSC Staff	4. Continue involvement in UCI assigned and selected non-assigned community colleges to to address the problem of low numbers of EOP/ SAA students transfering to 4 yr. colleges and universities.	4. SAA prospective transfer students.	4. All year	4. Increasde SAA transfer application and enrollment.	4. Compare application and enrollment data with that of last year.
	5. Facilitate transfer process.	5. Juel Lee	5. Disseminate and exchange information (via articulation) about the UC with students and administrators in the LACCD and other CC districts through "ASSIST".	5. 2 and 4 year college administrators and students.	5. All year	5. Facilitate the transfer process.	5. Monitor number of SAA participants.

Unit ORSC

Chart #2

Date: NOVEMBER 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	6. Establish an Office of Transfer Student Services.	6. Juel Lee	6. Expand transfer services and hire additional staff.	6. All transfer students.	6. All year	6. Provide additional service to SAA and all potential transfer students.	6. Monitor use of expanded services by SAA transfer students.
	7. Establish articulation agreements with community colleges with high SAA enrollment.	7. Muriel Shishkoff	7. Work with community colleges with high SAA enrollment(e.g. Compton) to articulate course transferability and facilitate transfer process.	7. Community colleges with high SAA enrollment.	7. All year	7. Increased transfers from SAA community colleges.	7. Monitor and compare number of SAA transfer students from CC's with new articulation agreements.
	8. Promote UCI and encourage SAA application and enrollment.	8. Sharon McKinney	8. Cooperate with EOP/ SAA and other UCI staff and students to continue and expand with other community colleges the Santa Monica College Overnight Program which provides transportation, lodging, and academic counseling for prospective SAA transfer students.	8. SAA CC students.	8. Winter	8. Greater exposure to UCI. Encourage SAA transfer to UCI.	8. Document number of programs and SAA participants.

Unit ORSC

Date: NOVEMBER 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	9. Facilitate access to UCI for students with breaks in their education	9. Lydia Ledesma	9. Continue Re-entry Program designed for undergraduate students who have had a break in their formal education	9. Mature undergrads who have had a break in their formal academic education	9. All year	9. Provide academic/career/ personnel assistance and support. Also, make appropriate referrals to other units at UCI	9. Compare number of SAA participants with last yea
	10. Facilitate access to UCI	10. Lydia Ledesma	10. Initiate meetings with administrators and/or student organizations	10. SAA student organizations at UCI	10. Fall	10. Involve SAA organizations on the UCI campus in participating in the RE-entry Program by acting as a support group	10. Document participation
	11. Assist (upon request) in the publication of materials which will attract SAA students	11. Sue Wilb and Nancy Anderson	11. Upon request, consult with EOP/SAA and the campus editorial staff on publications specifically designed to attract SAA community college students. Pubs would include information on the possibility of part-time study.	11. Comm college students	11. All year	11. Encourage/attract comm. college SAA prospective students to apply to UCI	11. Document requests for assistance
	12. To facilitate access to UC through curriculum and articulation enhancement.	12. Kogee Thomas, Academic Fellows Committee	12. Participate in development of CAPP proposal to improve higher education access of SAA schools & comm. college students through curriculum and articulation enhancement.	12. ABC USD and Cerritos College SAA students	12. FAll-Spring	12. Increase SAA access to higher education through articulation & curriculum enhancement	12. Funding proposal. Numb of SAA participants

Chart

Page 1
Unit. ORSC
Date: NOVEMBER 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Coordinate Outreach activities with EOP/SAA in assigned schools.	X	X	X---	--- (implementation)	---	X			X---	--- (implementation)	X	
2. Non-target school visits			X---	---	---	---	---	---	---	---	X	
3. SAA Referral	X---	---	---	---	---	---	---	---	---	---	---	X
4. Special Programs												
A. Tours	X---	---	---	---	---	---	---	---	---	---	---	X
B. Honors Day											X	
C. College Motivation									X			
D. Junior Day										X		
E. UCI Day				X								
F. AP/GATE Days							X---	---	X			
G. Celebrate UCI										X		
5. Special Tours	X---	---	---	---	---	---	---	---	---	---	---	X

Chart #3

Page 2

Unit. ORSC

Date: NOVEMBER 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
6. College Motivation Day							X------ (preparation)	------X	X			
7. Participate in SAA committees, consortia, organizations, conferences, etc.	X------	------	------	------	------	------	------	------	------	------	------	------X
8. CrossTraining Sessions												
Staff Development			X									X
Special training sessions			X									
9. Publications			X									
10. Media								X				
11. Pegasus to contact Schools									X------	------	------X	
12. Pegasus to visit schools				X------	------	------X						

Chart #3

Page 3
Unit. ORSC
Date: NOVEMBER 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
13. Pegasus to award scholarship											X	X
14. Special Action								X----	------	------	------	---X
15. Obtain ethnicity data on composition of non-targeted schools	X											

Chart #3

Page 4

Unit. ORSC

Date: NOVEMBER 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Visit Community Colleges	X---	---	---	---	---	---	---	---	---	---	---	---X
2. Transfer Center	X---	---	---	---	---	---	---	---	---	---	---	---X
3. Answers for Transfers					X---	---	---	---	---	---	---X	
4. Involvement in assigned and selected CC's	X---	---	---	---	---	---	---	---	---	---	---	---X
5. Disseminate articulation information at LACCD (via ASSIST)	X---	---	---	---	---	---	---	---	---	---	---	---X
6. Establish Office of Transfer Student Services	X											
7. Articulation with SAA CC's	X---	---	---	---	---	---	---	---	---	---	---	---X
8. Santa Monica Project								X				
9. Re-entry/Development	X---	---	---	---	---	---	---	---	---	---	---	---X
10. Academic Fellows			X---	---	---	---X			X---	---	---	---X

E. STUDENT LIFE UNITS

- Career Planning and Placement Center
- Cross Cultural Center
- Counseling Center
- Disabled Student Services
- Financial Aid
- Housing/Food Services
- International Services
- Student Activities
- Student Support Services
- University Center
- Women's Resource Center

CAREER PLANNING AND PLACEMENT CENTER

WORKSHEET FOR THE ASSESSMENT O[illegible]NIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-8[illegible]

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal # 1: Provide CAreer Planning Workshops to freshmen and sophomore students		X			1 The number of SAA students attending these workshops is relatively small 2 During the 1986/87 academic year we will be making greater attemmpts to
- ~~Objective #1~~:					1 take our workshops outside the Center to student organizations and the residence halls 2
- Objective ~~XX~~: #1. To provide information to all SAA students on the relationship between undergraduate					1 Same as above Goal #1 question #1 2 Same as above Goal #2 question #2
~~Objective #3:~~ major & career choice		X			1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

-312-

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in [illegible] III of the UCI SAA Five Year Plan (green co[illegible] Also please use one of th[illegible]-sheets for each of your unit's goals.

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 - Very Poor
2 - Average
3 - Above Average
4 - Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS					1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4		
1. Goal # 2: Provide career planning workshops to juniors and seniors			X		1	Upper division SAA students tend to be more active in utilizing the workshops as a part of the career development plans
					2	Expansion to work more closely with SAA clubs/organizations will enhance our objective and hopefully increase the number of students utilizing the workshop
- Objective #1: To assist all SAA students develop specific career and graduate school plans.			X		1	Same as above Goal #2 question #1
					2	Same as above Goal #2 question #2
- Objective #2:					1	
					2	
- Objective #3:					1	
					2	
- Objective #4:					1	
					2	
- Objective #5:					1	
					2	
- Objective #6:					1	
					2	
- Objective #7:					1	
					2	

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in V III of the UCI SAA Five Year Plan (green cov Also , please use one of th ksheets for each of your unit's goals.

WORKSHEET FOR THE ASSESSMENT O NIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-8

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
*Statement of Your Unit's Goals and Program Objectives	1	2	3	4	
1. Goal # 3: Provide graduate and professional school programs and workshops				X	1 We have had great success in programs, workshops and advisement on the relationship between undergraduate and graduate study. 2 Continue wirking closely with student organizations and academic departments.
- Objective #1: To obatin information on graduate and professional schools				X	1 Our career library has been greatly expanded to include more graduate and professional school information 2 Continue to enhance and update our career library
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in V III of the UCI SAA Five Year Plan (green co Also, please use one of th ksheets for each of your unit's goals.

WORKSHEET FOR THE ASSESSMENT [illegible] UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
1. Goal # 4: Implement minority student day-on-the-job programs		X			1 We offered a total of three(3) "day-on-the-Job" last year for a total of 35 stud 2 Screen possible tours more closely in order to secure a quality tour and prog
- Objective #1: To provide contact with employers and their industry		X			1 Average contact was provided 2 Provide orientation workshop in order to prepare student for the tour and company expectations.
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in V [illegible] III of the UCI SAA Five Year Plan (green co Also, please use one of th [illegible] ksheets for each of your unit's goals.

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
1. Goal # 5: To provide Job Search, Resume & Interview Technique workshops				X	1 We provide well rounded and up-to-date service of workshops focusing on the career placement techniques. 2 We will continue to enhance our workshops by providing new information based on student needs and employment trends.
- Objective #1: To provide job placement techniques				X	1 Same as Goal #5 question #1 2 Same as Goal #5 question #2
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in V III of the UCI SAA Five Year Plan (green cov Also, please use one of th ksheets for each of your unit's goals.

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal #6 : Provide contact with Alumni professionals			X		1 With the cooperation of the EOP/SAA office, we have started to develop an EOP/SAA alumni directory 2 Continue to expand with the cooperation of the Alumni & EOP/SAA office
- Objective #1: Opportunity to meet SAA role models			X		1 SAA students were allowed not only an opportunity to contact Alumni but also see them in programs organized on campus. 2 Continue to use Alumni as contacts, panel members and mentors
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in V[illegible] III of the UCI SAA Five Year Plan (green cov Also please use one of th[illegible]ksheets for each of your unit's goals.

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS					1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4		
1. Goal #7 : Individual and/or group counseling				X	1	All counselors see SAA students in their respective disciplines
					2	Expanded outreach to SAA student clubs/organizations will continue to enhance our counseling component.
- Objective #1: Career Counseling				X	1	All counselors provide very detailed career counseling sessions
					2	None
- Objective #2:					1	
					2	
- Objective #3:					1	
					2	
- Objective #4:					1	
					2	
- Objective #5:					1	
					2	
- Objective #6:					1	
					2	
- Objective #7:					1	
					2	

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in V[illegible] III of the UCI SAA Five Year Plan (green cov Also please use one of th[illegible]ksheets for each of your unit's goals.

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal # 8: Additional CPPC/SAA program activities				X	1 All CPPC programs are publicized to SAA student organizations through the Cross Cultural Center
					2 Co-sponsorship with other campus departments
- Objective #1: Related CPPC/SAA programs				X	1 Same as Goal #8 question #1
					2 Same as Goal #8 question #2
- Objective #2:					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in V III of the UCI SAA Five Year Plan (green cov Also please use one of th ksheets for each of your unit's goals.

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
1. Goal # 9: Business career forums for SAA students					1 We have developed and sponsored several business career programs with organizations such as Allstate, Citibank, Hughes & LULAC Educational Center
					2 Develop a simialr program for SAA sophomores
- Objective #1: To sponsor, co-sponsor and promote business career forums for SAA students				X	1 Same as Goal #9 question #1
					2 Same as Goal #9 question #2
- Objective #2:					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

-320-

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in V III of the UCI SAA Five Year Plan (green cov
Also (please use one of th ksheets for each of your unit's goals.

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
1. Goal #10: Summer institutes in Public Policy (sponsored by the Alfred P. Sloan Foundation)				X	1 We provide up-to-date and comprehensive advisement for students interested the Summer Sloan Program
					2 We will be working directly with the SAA mentor program in Social Ecology
- Objective #1: To promote summer institutions in Public Policy for junior SAA students.					1 Each winter quarter we will offer one general session and four follow-up seminars on the Sloan Summer Programs
					2 None
- Objective #2:					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in V III of the UCI SAA Five Year Plan (green cov
Also please use one of th ksheets for each of your unit's goals.

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
Goal #11: Job development with a special emphasis on SAA students				X	1 Every counselor actively promotes affirmative action with employers.
					2 None
- Objective #1: To actively promote SAA students to employers in business, industry and public sector					1 Same as Goal #11 question #1
				X	2 none
~~Objective #2~~ employment job developing					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in V III of the UCI SAA Five Year Plan (green cove Also please use one of th ksheets for each of your unit's goals.

Chart #2

Unit CPPC

Date: November 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measur of Outco
V.E To assist under represented SAA students in understanding the relationship between the undergraduate curriculum & future educational & career alteternatives	To provide information to SAA students on the relationship between under graduate major and career choice.	Bob Gomez Coordinator for CPPC staff	Career Development Workshops for SAA freshmen and sophomores Business Career Forums (when appropriate) CPPC student organization (when appropriate)	All SAA	six hours a quarter 8-16 hours per year 4-5 hours a month	To increase greater awareness and realistic planning in selecting and pursuing reasonable goals.	Pre and p evaluatio Program evaluatio Quarterly reviews with advi
VI.E To assist under represented SAA transfer students in understanding the relationship between an undergraduate course of study & future educational & career alternatives	To assist SAA transfer students in choosing a major To assist SAA transfer students in developing a career plan	Bob Gomez Coordinator for CPPC staff	Career development workshops Business Career Forums (when appropriate) CPPC student organization (when appropriate)	All SAA	6 hours a quarter 8-16 hours per year 4-5 hours a month	1. To assist transfer students in deciding a major Note: expected outcomes for goals VII & VIII.E are combined 2. Clarification & implementation of career goals.	Pre and p evaluatio Program evaluatio Quarterly review with advisor

Unit CPPC

Chart #2

Date: November 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measure of Outcom
VII.E To assist underrepresented SAA students in understanding the relationship between an undergraduate course of study & future educational & career options	To assist SAA juniors/ seniors to develop in a comprehensive career decision making model	Bob Gomez Coordinator for CPPC staff	Note: Program activities for goals VII.E & VIII.E are combined. 1. CAreer Development workshops for junior/ seniors 2. Business Career Forums 3. CPPC outreach to student organizations 4. Summer institutes in Public Policy (sponsored by Alfred P. Sloan Foundation)	All SAA	1. 6 hours per quarter 2. 8-16 hours per quarter 3. 4-5 hours a month 4. 5 hours per quarter (winter only) 5. 6 hours per quarter	2. Identification and formulation of graduate school plans & strategies 3. Exposure to career opportunities in business and industry 4. Identification & implementation of Job Search, Resume and Interview Technique plans.	Pre & Pos evaluatio Program evaluatio Quarterly Review with advi
VIII.E To assist under represented SAA students to develop specific educational & career goals & to formulate plans for reaching those goals.	To assist SAA juniors/ seniors in developing specific employment and/ or graduate schoool plans	Bob Gomez Coordinator for CPPC staff	5. Provide graduate and professional school programs & information 6. Implement minority student day-on-the job program 7. Provide Job Search Resume and Interview Techniques Workshops 8. Provide contact with Alumni professionals	All SAA	6. 6-12 hours per quarter 7. 2 hours per quarter 8. 1-5 hours per quarter	5. Develop contacts with alumni professionals in various career areas 6. Employer awareness 7. Clarification & formulation of career goals with a counselor. 8. Exposure to additional CPPC program activities	

Unit CPPC

Chart #2

Date: November 1086

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measuremen of Outcomes
			9. Employer Development		9. 20-30 hrs per quarter		
			10. Individual and/or group counseling		10. 120 hrs per quarter		
			11. Additional CPPC program activities		11. 1-5 hrs per quarter		

Chart #3

Page 1
Unit. CPPC
Date: November 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Provide Career Planning Workshops to freshmen and sophomore students.				✓	✓	✓	✓	✓	✓	✓	✓	
2. Provide Career Planning Workshops to new transfer students.												
3. Provide Career Planning Workshops to junior and seniors.				✓	✓	✓	✓	✓	✓	✓	✓	
4. Provide graduate and professional school programs				✓	✓	✓	✓	✓	✓	✓	✓	
5. Implement minority student day-on-the job programs.					✓		✓	✓		✓		
6. To provide Job Search Resume & Interview Technique workshops.				✓	✓	✓	✓	✓	✓	✓	✓	

Chart #3

Page 2
Unit. CPPC
Date: November 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
7. Provide contact with Alumni professionals.			✓	✓	✓	✓	✓	✓	✓	✓	✓	
8. Individual and/or groups counseling.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9. Additional CPPC/SAA program activities.				✓	✓		✓	✓		✓	✓	
10. Business career forums for SAA students.							✓	✓				
11. Summer institutes in Public Policy (sponsored by the Alfred P. Sloan Foundation).							✓	✓				
13. Job development with a special emphasis on SAA students.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

COUNSELING CENTER

570

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Counseling Center

Date: September 19, 19

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : Continue activties from 1984-85					1 2
- Objective #1: Third-World peer counselor program		X			1 The training of the Peers is excellent. There was confusion over their mission. The Multi-Cultural 2 Task Force is using Fall to redesign this program.
- Objective #2: Workshops on cross-cultural awareness			X		1 Workshops were excellent. Attendance could be better. More publicity. More administrative support. 2
- Objective #3: Counseling the Culturally different course			X		1 Well received. Good enrollment 2 (Will not be taught 86-87 due to Dr. White's sabbatical.)
- Objective #4: Providing psychotherapy to ethnic students			X		1 We attract Black & Hispanic students at a rate higher than their representation. More staff visibility. 2 More outreach to groups. See 5.
- Objective #5: Workshops to target student groups.		X			1 Workshops go well but we often wait to be approached. 2 Offer our services to student leaders.
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Counseling Center

Date: September 19, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal # : Teach Asian-American Psychology course including forcus on Pilipinos				X	1 Excellent, well-received intervention. 2 Now that Pilipinos are no longer SAA, the course will continue but not as part of SAA programs.
- Objective #1:					1 2
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Counseling Center

Date: September 19, 19

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4		1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : Increase contact with ethnic minority students			X		1	This is something we believe we do well.
					2	Restructuring the Peer Counselor Program. Outreach offers to group.
- Objective #1:					1	
					2	
- Objective #2:					1	
					2	
- Objective #3:					1	
					2	
- Objective #4:					1	
					2	
- Objective #5:					1	
					2	
- Objective #6:					1	
					2	
- Objective #7:					1	
					2	

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan

Chart #2

Unit Counseling Center

Date: September 19, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Offer Third-World Peer Counselor Program	Mike Gonzales Gene Awakuni	Train Peers in counseling and outreach. Provide services to students		Sept-July		Record of # of students contacted.
	Teach: Cross-cultural leadership.	Dan Romero	2-unit course		Fall	Increased skills. And knowledge.	Testing & evaluation focus.
	Cross-cultural course -Mesa Court	Daryl Rowe	" "		Winter & spring		" "
	-Middle Earth	Dan Romero	" "		Winter	" "	
	Offer psychotherapy to ethnic students	staff			Sept.-June		
	Offer workshops on cross-cultural awareness to students, faculty & staff.	staff	2 includes 8 hours workshops for Affirmative Action		all year.	Increased awareness	Evaluation forms. # attending.
	Offer workshops to targeted student groups	staff	Decide groups we want to approach and then do so & offer workshops.			Better contact with students. Staff visibility	# attending Evaluation forms.

Chart #3

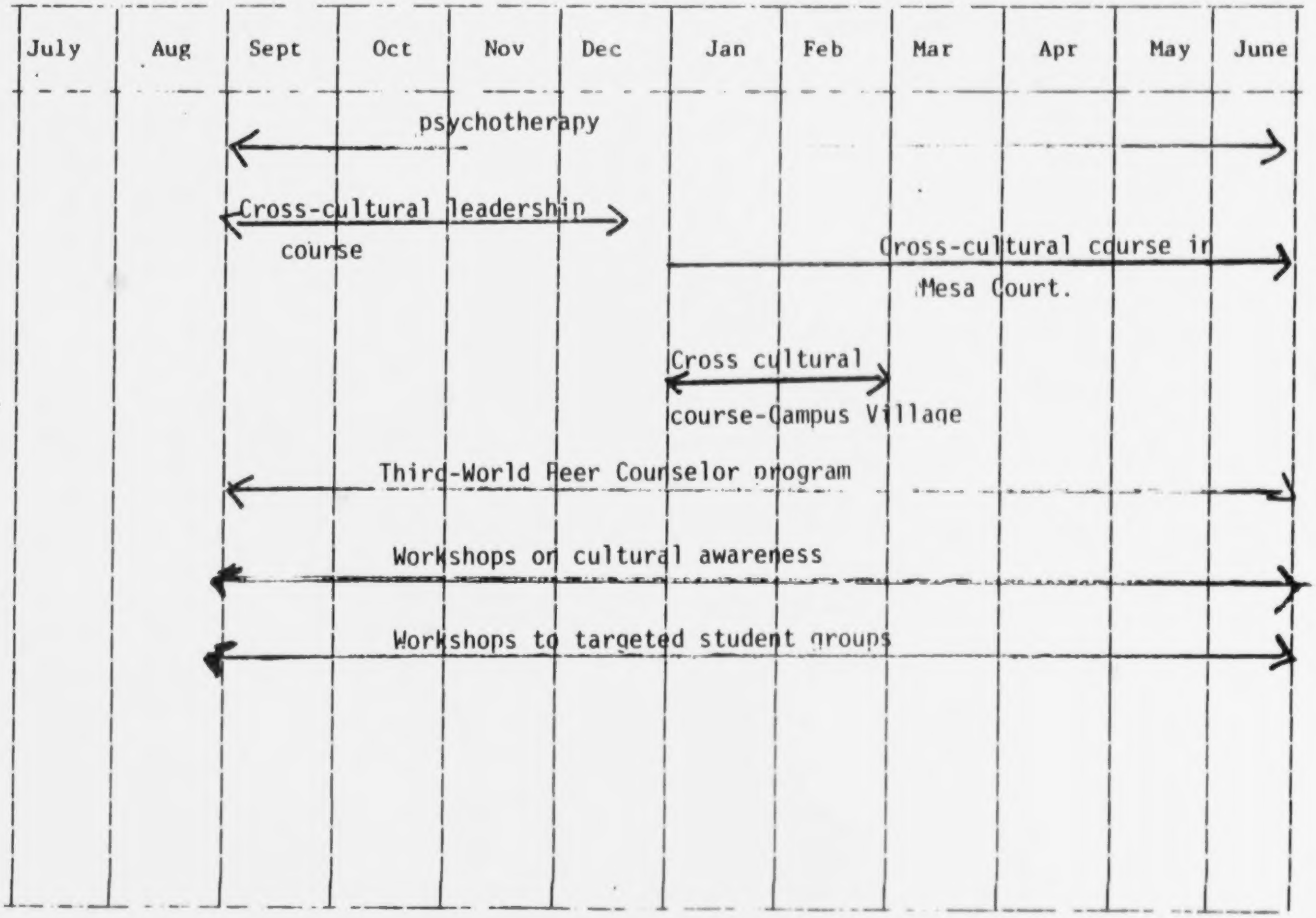
Page ____________

Unit. Counseling Center

Date: September 19, 1986

1986-87
Schedule of Activities

Program Activities/Events



CROSS-CULTURAL CENTER

Chart #2

Unit Cross-Cultural Center

Date 12/10/86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	To further develop the academic support services for students involved with ethnic minority organizations.	Paris Williams Helen Rivera Rick Turner Joe Maestas	- On-going meetings with "umbrella" organizations, Learning Skills Center, Special Services and Tutorial Assistance Program.	All SAA students	"Pilot" Program	To enhance team-learning concept	Continuous attendance.
			-Survey student tutorial needs		Quarterly	To increase academic performance	TAP follow-up
			- Continue "pilot"program		On-going		
	To increase opportunities for SAA students with Third World faculty and staff.	Paris Williams	-CCC sponsored social events	All SAA students	On-going	To increase support and participation between students and faculty/staff.	Increase programatic endeavors between APSSA, BFSA and La Raza.
			-Program Assistants involvemnt with student/faculty colloquia.		On-going		
			-CCC participation in La Raza, Black Faculty & Staff, and Asian Pacific Student & Staff programs.		On-going		

Page 2 of 2

Unit Cross-Cultural Center

Chart #2

Date: 12/10/86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	To increase SAA students understanding of personal and organizational dynamics	Paris Williams Dan Romero	-Offer leadership course focusing on cultural relevance:"Empowerment: Culturally Relevant Leadership" for 3 credits, P/NP	All SAA students	Annually	To enhance personal and organizational leadership skills and abilities of SAA students.	Actual participation of SAA students in the "Leadership" course and All-University Leadership Conference.
			- Offer workshops and presentations that have a direct appeal to SAA interests.	All SAA students	On-going	To promote quality interaction between SAA and non-SAA students.	
	To provide financial support for programs sponsored by SAA clubs/organizations	Paris Williams	-Serve as advisor to Minority Programs Committee and Student Development Fund. -Budget allocations -Program planning and review.	All SAA student organizations	weekly	To better meet the social/cultural needs of SAA student organizations.	Program participation and return of evaluation forms.
	To further develop the organizational planning of major cultural programs such as Asian Pacific Awareness Conference, Black History Month , Cinco de Mayo, Asian Heritage Week, as well as numerous graduation ceremonies.	Paris Williams	-On-going meetings per sponsoring organization	All SAA student organizations.	On-going	To develop more cost effective programs.	Participation in planning and budget sessions.
			-Student Activities sponsored club presidents workshops		Annually		
			-CCC Program Assistants sponsored workshops		Quarterly		
			-Mandatory Budget sessions.		Quarterly		

Chart #3

Page 1 of 2

Unit. Cross-Cultural Center

Date: 12/10/86

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Cross-Cultural Center Brochure			X									
Success Guidance Workshop and Reception			X									
Cross-Cultural Center Open House			X									
Minority Programs Committee Orientation				X								
Minority Programs Committee Meetings				X—	—	—	—	—	—	—	—	—
Ethnic Faculty/Staff Reception				X								
All-University Leadership Conference				X								
Brown Bag Series				X—	—	—	—	—	—	—	—	—
Julian Bond Reception					X							
Third World Holiday Feast						X						
Martin Luther King,Jr. Symposium							X					
Chinese New Year Celebration							X					
Black History Month								X				
Asian Heritage Week										X		
Cinco de Mayo											X	
Student Organization Recognition Night											X	

Chart #3

Page 2 of 2
Unit. Cross-Cultural Center
Date: 12/10/86

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Black Awards Banquet												X
Chicano/Latino Graduation												X
APSSA Recognition Ceremonies												X
Rainbow Festival											X—	—

Chart #3

Page 2 of 2

Unit. Cross-Cultural Center

Date: 12/10/86

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Black Awards Banquet												X
Chicano/Latino Graduation												X
APSSA Recognition Ceremonies												X
Rainbow Festival											X—	—

Chart #1

Page 1 of 3

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit Cross-Cultural Center

Date 12/10/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
1. Goal # 1: To increase the availability of academic support services and programs at the Cross-Cultural Center primarily for Freshmen and transfer students			x		1 The establishment of a "pilot" cooperative service which involved:Learning Skills Center & Tutorial Assistance Program 2 Involve more CCC organizations in planning implementation to ensure increased participation.
- Objective #1: To provide information on tutorial assistance learning skills workshops,special services, and financial aid.				x	1 Staff representatives from each unit conducted informations sessions at the CCC; provided calendar of services. 2 Encourage staff to address club and organizations general meetings to disseminate information.
- Objective #2: To provide opportunities for SAA students to interact with Third World faculty and staff.			x		1 Program activities were undertaken and outcome measures reflected visitations and participation by numerous ethnic faculty and staff members. 2 More and continued program offerings.
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.
They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

Chart #1
Page 2 of 3

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit Cross-Cultural Center

Date 12/10/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # 2: To enhance the social adjustment of SAA students to UCI				x	1 Overall, the CCC was successful in positively impacting its stated goal. 2 More and continued program and service offerings.
- Objective #1: To provide information on activities sponsored by Third World student organizations.				x	1 Publication of first CCC brochure. 2 Produce an expanded document which reflects additional organizations, programs, and services.
- Objective #2: To publicize activities and programs sponsored by Third World organizaltons			x		1 Establishment of a weekly calendar and quarterly newsletter. 2 Increase CCC organizations participation in submitting specifics of all activities.
- Objective #3: To provide financial support for social programs.				x	1 Overall, student groups were successful in obtaining monetary resources. 2 Revise funding guidelines to reflect specific criteria for receiving funding.
- Objective #4: To increase interaction between SAA students and ethnic faculty.			x		1 Program activities were undertaken and outcome measures reflected the participation of several faculty members. 2 More and continued program offerings.
- Objective #5: To actively promote all major cultural programs				x	1 Overall, the campus community participated in the program offerings. 2 Encourage some sponsering organizations to modify existing publicity timelines.
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.
[illegible] objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

Chart #1
Page 3 of 3

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit Cross-Cultural Center

Date 12/10/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # 3: To assist SAA students in developing post-graduation goals.			x		1 Overall, the CCC via numerous career-related workshops was succesful in positively impacting its stated goal. 2 Establish an internal commitment to provide additional follow-up sponsored activites.
- Objective #1: To provide information on career planning and development.		x			1 Limited attendance at sponsored Career Planning programs. 2 Increase structure of programatic involvement with Career Planning and Placement Center.
- Objective #2: To provide information on graduate school programs scholarships and employment opportunites.			x		1 Regular usage of graduate catalogues;frequent requests for scholarship and fellowship applications. 2 Encourage CCC organizations to utilize the scope of Career Planning and Placement services.
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

DISABLED STUDENT SERVICES

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Disabled Student Service

Date: October 31, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
1. Goal #III.B. Enhance the intersegmental cooperative efforts to strengthen the transfer function				xx	1 The unit has met frequently with community college staff as well as 4-year staff regarding disabled student transfer efforts 2
- Objective #1: To participate in intersegmental meetings to enhance the transfer process				xx	1 Staff have begun attending regional meetings of community college disabled student services staff. 1 A smaller group of 4-year and community college staff are preparing a transition grant proposal for funding 2
- Objective #2: Meet with disabled student services staff from feeder community colleges			xx		1 We have more regular communication and meetings with disabled student services staff than in the past. 2 Include more feeder staff in these meetings;
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

C #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit Disabled Student Serv.

Date October 31, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4		1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal #IV/V/VI.B: Assist students maintain academic eligibility			xx		1	Students indicate they would not be able to complete their academic program without the assistance provided.
					2	Continue to identify students who are eligible to receive services (not all disabled students identify themselves as disabled in their application to UCI).
- Objective #1: Provide academic support services as required by the student's disability				xx	1	Student feedback indicates high satisfaction with the type and level of services provided.
					2	Obtain additional funding to provide assessment of learning disabilities and additional support services.
- Objective #2: Refer students to other campus programs (TAP, LSC, Academic Advising, Spec.)				xx	1	The staff makes good use of campus resources in referring students for assistance.
					2	
- Objective #3: Follow-up with students who are having academic difficulty.		xx			1	We do not have adequate staff to effectively monitor all disabled students' academic performance. We rely on students' self reports of academic difficulty.
					2	Develop a systematic means of obtaining reports on students' academic progress other than self reports.
- Objective #4:					1	
					2	
- Objective #5:					1	
					2	
- Objective #6:					1	
					2	
- Objective #7:					1	
					2	

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

C #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Disabled Student Serv.

Date: October 31, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal #IV/V/VI.D: Enhance the social adjustment of SAA students with disabilities.			xx		1 Overall, students appear to be making a positive social adjustment to UCI. 2
- Objective #1: Provide counseling for disability management in a college environment.			xx		1 The counselor provides excellent one-on-one disability management counseling. Not every student takes advantage of her expertise. 2 The counselor divides her time between counseling and support services management. Full time assigment would be helpful.
- Objective #2: Increase the opportunities for disabled SAA students to participate in campus events.			xx		1 We have made significant strides in working with ASUCI and other campus programs to include disabled SAA student 2 Support services (e.g. notetakers, readers, interpreters) are not available for extracurricular activities. Making these services available would enhance the opportunities.
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Unit Disabled Student Services

Chart #2

Date: ____________

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
III-B	1. To participate intersegmental meetings aimed at enhancing the transfer process for disabled students	1. Program director	1a. Attend intersegmental meetings throughout the year	n/a	1a. Annually	1a. Community college staff will be more knowledgeable of needs of disabled SAA students	1a. N/A
			1b. Meet with disabled student services staff from feeder community colleges	n/a	1b. Annually	1b. Community college staff will provide disabled students with information and referrals to UCI for transfer assistance	1b. N/A

Unit Disabled Student Services

Chart #2

Date: October 31, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV.B. V.B. VI.B.	1. Provide academically related support services which enhance disabled SAA students' sense of academic responsibility.	1. DSS staff	1a. Provide academic support services as required by the student's disability (e.g. notetakers, readers, interpreters, etc.)	Chicano-9 Black- 3	1a. Throughout academic year as needed.	1a. Students will utilize support services when appropriate. Use of services will enhance students' academic performance.	1a. Students will be asked to rate the effectiveness and usefulness of the support services rec'd.
			1b. Refer students to other campus programs (eg. TAP, Learning Skills, Special Services, Academic Advising, etc).	Chicano-9 Black- 3	1b. Throughout academic year as needed.	1b. Students will follow through on referrals and use other campus services appropriately. Use of services will enhance students' performance.	1b. Students will be asked to evaluate their use of other campus programs and services.
			1c. Follow-up with students who are having academic difficulties. Make referrals to academic counselors, TAP, Special Services Learning Skills, etc. and re-examine use of Support Services.	Chicano-9 Black- 3	1c. Throughout academic year as needed.	1c. Follow-through by students will enhance their academic performance.	1c. Monitoring of grades quarterly. Reports on academic probation and dismissals will be monitore

Unit Disabled Student Services

Chart #2

Date: October 31, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV.D. V.D. VI.D.	1. To enhance the social adjustment of disabled SAA students to the university.	1. Counselor for Disabled Students	1. Provide counseling for disablility management in a college environment.	Chicano-9 Black- 3	1. Throughout academic year as needed.	1. Students will have more realistic ideas about their ability to be independent, will have identified necessary skills to be independent.	1. Student feedback
	2. To increase the opportunities for disabled SAA students to participate in the university environment.	2. Program director and DSS staff.	2a. Maintain information in the office regarding opportunities for campus participation.	Chicano-9 Black- 3	2a. Throughout academic year as needed.	2a. Students will gain information and make use of it in pursuing information.	2a. Student feedback
			2b. Make information on opportunities for participation available through a quarterly newsletter	Chicano-9 Black- 3	2b. At least quarterly	2b. Students will gain information and make use of it in pursuing information.	2b. Student feedback

Unit: Disabled Student Services

Date: October 31, 1986

1986-87
Schedule of Activities

Program Activities/Events

III-B:

Attend community college intersegmental meetings

Meet with disabled student staff at community colleges

IV/V/VI-B:

Provide academic support services

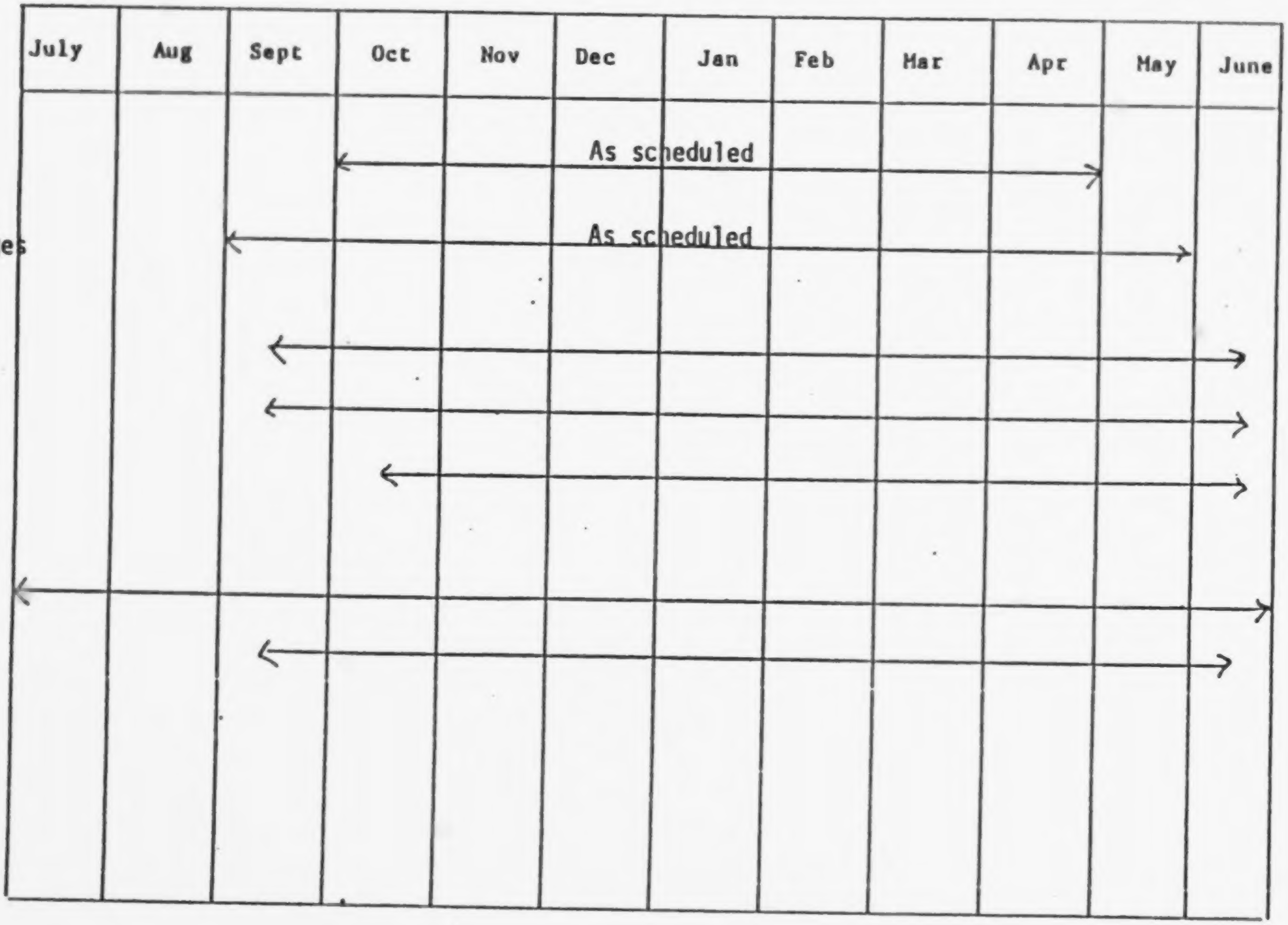
Make academically related referrals

Followup with students in academic difficulty

IV/V/VI-D:

Disability managment counseling

Participation information



FINANCIAL AID

605

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: FINANCIAL AID

Date: 10-1-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal # : IA JUNIOR HIGH - OUTREACH MOTIVATE TO OBTAIN A UNIVERSITY EDUCATION		X			1 2
- Objective #1: 7th GRADE		X			1 2
- Objective #2: 9th GRADE		X			1 2
- Objective #3: STUDENTS ENROLLED IN College-Prep		X			1 2
- Objective #4:					1 NOTE: WE HAVE GIVEN ALL OF OUR GOALS 2 AND OBJECTIVES AVERAGE OR ABOVE AVERAGE
- Objective #5:					1 RATINGS FINANCIAL AID SERVES ALL GROUPS 2 IN THE SAME MANNER. THE OBJECTIVES STATED
- Objective #6:					1 ARE ALL MET WITH THE SAME PROCEDURES AND 2 WE USE INDIVIDUAL STUDENT RESPONSE OR OTHER
- Objective #7:					1 U.C.I. UNIT RESPONSE FOR EVALUATION. 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.
[illegible] stated in Volume III of the UCI SAA Five Year Plan (green cover).

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: FINANCIAL H.

Date: 10-1-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : II A HIGH SCHOOL - OUTREACH MOTIVATE TO OBTAIN A UNIVERSITY EDUCATION			X		1 2
- Objective #1: 1-4 INCREASE FR-JC ENROLLMENT			X		1 2
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.
[illegible] correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: FINANCIAL A

Date: 10-1-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : II B IMPROVE ACADEMIC PERFORMANCE		X			1 2
- Objective #1: 2 SATISFACTORY ACADEMIC PROGRESS			X		1 2
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.

in Volume III of the UCI SAA Five Year Plan (green cover)

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: FINANCIAL A.

Date: 10-1-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	 2	 3	 4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : II D INCREASE THE STUDENT APPLYING & ENROLLING			X		1 2
- Objective #1: 1-5 ASSIST ALL GROUPS INCLUDING SAA			X		1 2
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: FINANCIAL AI

Date: 10-1-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : III A, B COMMUNITY COLLEGE OUTREACH		X			1 2
- Objective #1: INCREASE STUDENTS TRANSFERING FROM CC.		X			1 2
- Objective #2: [illegible] INFORMATION ABOUT TRANSFER [illegible]		X			1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.
[illegible] UCI SAA Five Year Plan (green cover)

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: FINANCIAL A

Date: 10-1-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal # : II E INTERSEGMENTAL COOPERATION		X			1 2
- Objective #1: MEETINGS WITH CC PERSONNEL		X			1 2
- Objective #2: INCREASE # OF CC PERSONNEL INVOLVED		X			1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.
[illegible] referred to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: FINANCIAL A

Date: 10-1-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : IV A. (V, VI, VII, VIII) UCI Fr - Sr ACADEMIC SUCCESS			X		1 2
- Objective #~~1~~: 2 FR-SR - HONORS			X		1 2
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.
[illegible] goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: FINANCIAL A

Date: 10-1-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : IV D (V, VI, VII, VIII) CI FR-SR SOCIAL ADJUSTMENT			X		1 2
- Objective #1: POSITIVE ATTITUDE TOWARD CI			X		1 2
- Objective #2: INCREASE PARTICIPATION		X			1 2
- Objective #3: INCREASED AVAILABILITY [illegible] ACTIVITIES		X			1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.
[illegible] your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover).

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: FINANCIAL [illegible]
Date: 10-1-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : IV E, (V, VI, VII, VIII) CULTURALLY DIVERSE [illegible] FR·SR		X			1 2
- Objective #1:					1 2
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.
[illegible] III of the UCI SAA Five Year Plan (green cover)

Cnart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: FINANCIAL !

Date: 10-1-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : IV F (V, VI, VII, VIII) INCREASE ENROLLMENT AND RETENTION - FR-SR			X		1 2
- Objective #1:					1 2
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.

Chart #2

Unit ____________

Date: ____________

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
A. 1-3	MOTIVATE STUDENTS TO OBTAIN A POST-SECONDARY EDUCATION.	ASSOC. DIRECTOR F.A. COUNSELORS PARTNERSHIP INTERNS	MEET WITH INTERNS TO TRAIN & DISSEMINATE INFORMATION ABOUT F.A.	JR HIGH STUDENTS	AS NEEDED	AWARENESS OF FA PROGS. PREPAREDNESS TOWARD DEADLINES AND APP. PROCEDURES	AUDIENCE RESPONSE INTERNAL EVALUATION
A. 1-4 B. 2 D. 1-5	ENROLLMENT RETENTION	DIRECTOR ASSOC. DIREC. ADMIN. ANAL COUNSELORS	1. SCHOLARSHIP APP. TO ALL INCOMING FR., TARGET HIGH SCHOOLS, AND ORSC 2 HANDBOOK TO ALL ADMISSION APPLICANTS 3 ST. AFF. AWARENESS WEEK & WORKSHOP 4 PRESENTATIONS during SPOP, O'WEEK, Uni-PREP AND CELEBRATE UCI 5. TAP 6. FINANCIAL AID IN THE FIELD 7. HIGH SCHOOL F.A. NIGHTS	1 NEW & CONT. STUDENTS 2 NEW & CONT. STUDENTS 3. UCI STS. INVITE NEW ON CAMPUS 4. GROUPS ATTENDING 5. STUDENT IN NEED 6. TARGETED HIGH SCH. 7. HIGH SCH. REQUEST	1 NOV - JAN. 2 DEC - APRIL AVAILABLE ALL YR 3 JAN 4 —— 5 SEPT. - JUNE 6. OCT - FEB. 7. OCT - FEB	1 AWARENESS, HONORS, ENROLLMENT 2. AWARENESS, HONORS, PROCEDURE, ENROLLMENT - RETENTION 3. " 4. " 5. SATISFACTORY ACADEMIC PROGRESS RETENTION. 6 ENROLLMENT ADVANCED PLANNING 7. AWARENESS	
A B-1-2 E. 1-2	ENROLLMENT	COUNSELORS	1. TRANSFER DAY 2. C C VISITS	1. CC TRANS. 2. CC STS.	AS NEEDED	ENROLLMENT	
4. 2 1-3 E	SCHOLARSHIPS ABILITY TO PAY	ASSOC. DIR COUNSELORS	SCHOLARSHIP APP. BUDGET UPDATES	ALL STUDENTS	SEPT. JUNE	ENROLLMENT	
E FOR VII.	"	"					

Chart #3

Page
Unit.
Date:

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
INTERNS - PARTNERSHIP				—	[illegible]	[illegible]	—	—	—	—		
SCHOLARSHIP - APP. INVITATION					—	—	—					
FA HANDBOOK (AVAILABLE FOR [illegible])						—	—	—	—	—		
FA AWARENESS							—					
CELEBRATE [illegible]										—		
SPAP - UNI-PREP	—	—										
[illegible]			—									
TAP			—	—	—	—	—					—
HA TARGET SCHOOLS FA PRESENTATIONS [illegible] NEED AWARENESS				—	—	—	—					
HIGH SCHOOL VISITS				—	—	—	—					

-363-

HOUSING FOOD/SERVICES

630

On-Campus Housing Office
Unit: Housing Support Services

Date: September 15, 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
-Housing Reservations for 10 priority programs determined			↔									
-Announcements made			←	→								
-Recruitment begins/continues/ends	—	—	—	→	←	—	—	—	—	—	—	—
-Outreach and recruitment third world populations for Housing Outreach Program											↔	
-Housing Outreach Program Training		↔		↔								
-Housing Outreach Program begins activities				←	—	—	—	—	—	→		
-Stay-Over Program select coordinator and hosts begin winter and spring quarters				←	—	—	—	—	—	—	→	

Unit Housing Support Services

Date: September 15, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
To increase SAA student enrollment and retention where an underrepresentation exists.	To increase the understanding of prospective students of housing options at UCI.	Director Housing Support Services	Housing Outreach Program (a joint activity with the offices of ORSC, EOP/SAA, and New New Student Services).	Prospective students. No specific numbers.	Activities occur November-April.	Increase understanding of housing options both on campus and in the community.	Number of students who apply for housing and the number of students who participate in outreach program.
To increase SAA student enrollment and retention where an underrepresentation exists.	To increase the understanding of prospective students of housing options at UCI.	Director Housing Support Services	Stay-Over Program	Prospective students. No specific numbers.	Activities occur January-May.	Increase understanding of what it is like to stay in a residence hall overnight and as a college student.	Evaluate evaluations
To increase SAA student enrollment and retention in academic units where under-	To increase the number of new students who are able to live on campus.	Director Housing Support Services	On going enrollment with special programs and housing	EOP/SAA students, Regent Scholars, EAP, Honors, International, Disabled, and P.E. students	October-August	Increased contact with students and increase in SAA students who meet criteria.	Numbers who apply and reserve housing reservations for fall, 198

Unit Housing Support Services
Date: September 15, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
To increase SAA student enrollment and retention in academic units where underrepresentation exists.	To encourage continuing students who are either Regents Scholars or Disabled Students to continue in undergraduate housing.	Director of Housing Support Services	Activity is in form of an announcement given to students prior to the Continuing Student lottery.	EOP/SAA and all continuing Disabled and Regent Scholars.	February	Retention in housing as student continues education at UCI.	Numbers who apply and reserve housing reservations for fall, 1987

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Housing Support Services

Date: 9-15-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal # : Increase understanding of housing options on campus and in the community.			X		1 The new Housing Outreach Program did add to the necessary visability which was needed. 2 Tours will be added this fall as a pilot addition.
- Objective #1: Increase understanding of what it's like to live in the residence halls.			X		1 This pilot was successful in reaching our goals. 2 More publicity will be done to increase visability.
- Objective #2: Increase number of EOP/SAA students who live on campus.			X		1 Our communication methods were improved with students this year. 2 Timelines may be changed.
- Objective #3: Increase retention of EOP/SAA students on campus.			X		1 Increased number of students were housed. 2 To assist the EOP/SAA Office in whatever ways possible to increase yield.
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Middle Earth

Date: September 22, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal # : Promoting a positive cultural exchange among representative groups.			*		1 More involvement of 3rd world residents with the general population.
					2 Keep it a goal.
- Objective #1: Become familiar with 3rd world campus departments and programs.			*		1 Sharing more compus information with staff and residents.
					2
- Objective #2: Investment into 3rd world student in the area of growth and development of individual.		*			1 Only avenue is hall classes.
					2 Do more complex wide programs.
- Objective #3: Establish formal programs for 3rd world residents.		*			1 Indirect (but quality) contact with 3rd world residents.
					2 Establish formal, specific program for target groups.
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Unit Middle Earth

Chart #2

Date: September 22, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Increase awareness of differences	Programs Staff	International Potluck	Open Res. Hall Community	Single Opportunity	See program objectives	+ positive
	To increase awareness and offer support.	" " "	Mexican Fiesta	" " "	" " "	"	"
	" " "	"	Japan Town Tour	"	"	"	"
	To increase awareness	"	Hawaiian Luau	"	"	"	"
	To increase awareness, offer support and develop community..	"	Asian American Identity	"	"	"	"
	To increase awareness, and promote acceptance	Resident Life Staff	Residentially based Freshman program class cultural awareness	Hobbiton Hall/ The Shire Hall.	On going Fall Qtr.	"	"
	To develop knowledge and effective student staff.	Resident Life Staff	Training Class (RS) Cultural Awareness.	(RS,RA,CC) Res. Hall Staff	On going Spring Quarter	"	"
	To increase acceptance and develop support.	Programs Staff	Cinco De Mayo	"	Single Opportunity	"	"

Chart #3

Page

Unit. MIDDLE EARTH

Date:

1986-87

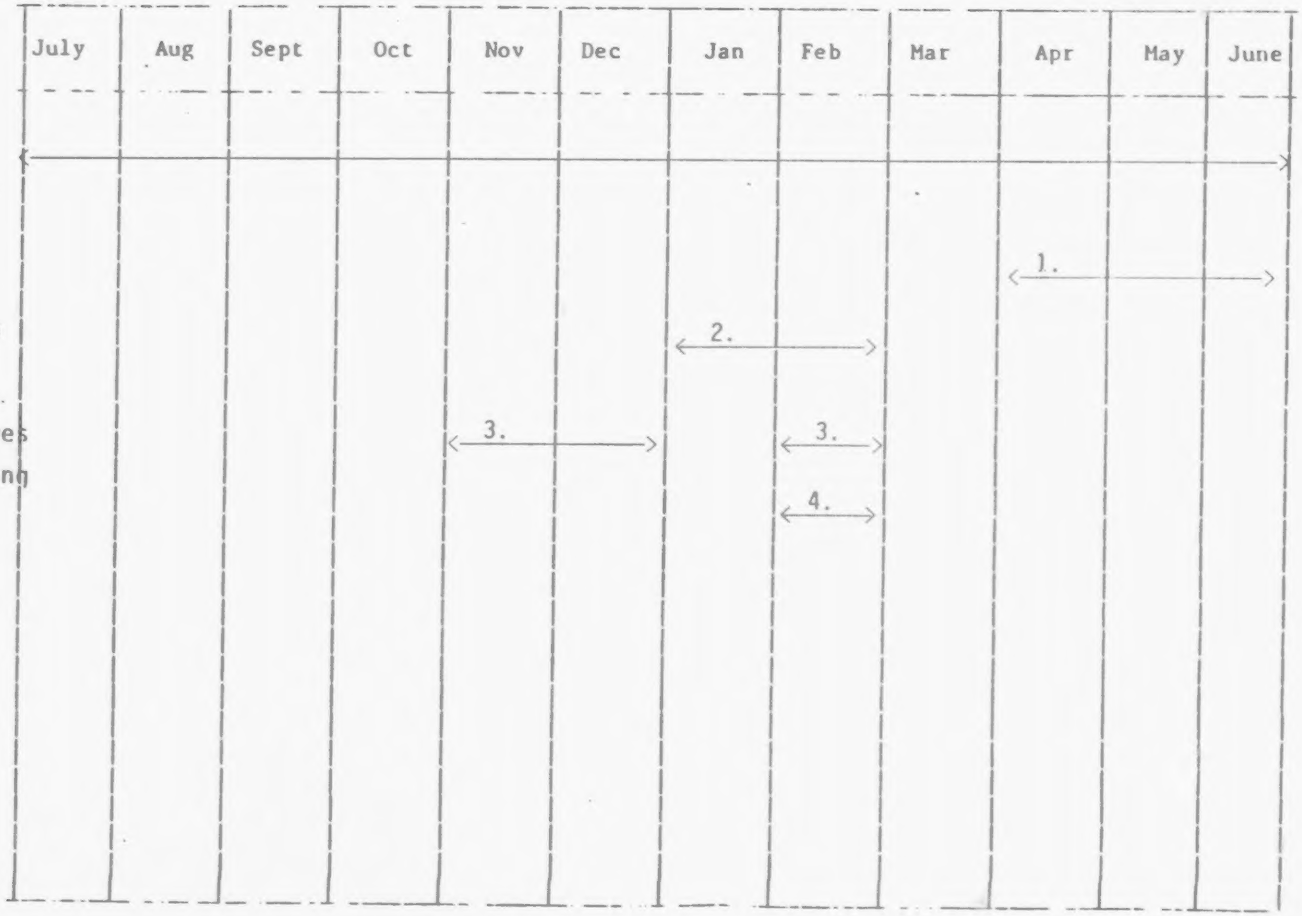
Schedule of Activities

Program Activities/Events

COMPLEX WIDE PROGRAMS

STAFF TRAINING

1. Spring Training
2. Outreach/Recruitment to 3rd World students for student staff position.
3. In service training in cultural perspectives
4. Staff selection training on SAA issues/ethnic differences.



Unit Mesa Court

Date: 9/10/86

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV,V,VI D-F	knowledge and understanding of Hispanic Culture	Mesa Court Staff	SPANISH/ENGLISH CLASS	Hispanic & Anglo MC Staff	Year-long	Better communication with Hispanic residents and staff	Collect Data
	more effective communication of RAs when dealing w/ SAA residents	Mesa Court Staff	STUDENT STAFF TRAINING - 1 workshop per qtr. on cultural awareness - 1 workshop during selection	23 RAs	various times thru year	see objectives	Staff Observations and student evaluations
	To increase cultural awareness by tying in Mesa Court programs with existing campus-wide programs	Mesa Court Staff	-Rainbow Festival Cultural displays -Black History Month celebration -Asian Week celebration -Cinco de Mayo celebration	Mesa Court Staff	various times thru year	participation of Mesa Court Residents and staff in these important cultural celebrations	Collect Data
	To allow hall residents to actively participate in workshops on cultural awareness and ethnic sensitivity	Mesa Court Staff & Counseling Center Staff	In-Hall workshops and weekend retreats	Hall Residents	various times thru year	see objectives	Program Evaluations

Unit Mesa Court

Chart #2

Date: 9/10/86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV,V,VI D-F	4-5 class sequence on awareness of cultural issues and ethnic sensit.	Jeff Milem/ Jim Craig	SIERRA CLASS	25% Anglo 25% Hisp. 25% Black 25% Asian	3 quarters	see objectives as well as develop support systems and increased awareness among hall resid.	Student Housing survey
		Lori White	LAGO CLASS	Hall Resid.	2 quarters		Class Evaluations
	representation of SAA students in application pools and on selection committees.	Mesa Court Staff	STUDENT STAFF SELECTION - Resident Assistants - Programming Assistants	SAA Stud.	Fall, Winter&Spring	Increased SAA student representation in positions.	Collect Data
	insure rep. of SAA students in student jobs, complex-wide comm. and leadership positions	Mesa Court Staff	Jobs: Conference Assist. Office Workers Cave Hosts Casual Maintenance Committees: Judicial Advisory Board Diner's Club	100 Mesa Court Res. (20% 3rd World Stu.)	Ongoing	racially balanced committees; employment opportunities; and leadership positions	Collect Data

Unit Mesa Court

Chart #2

Date: 9/10/86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV,V,VI D-F ↓	Implememtation of Cross Cultural theme hall	Lori White	Viento Class and on-going workshops	25% Cauc. 25% Asian 25% Hisp. 25% Black	Fall, Winter and Spring quarters	Increased apprecaition of cultural diversity. Enhance social adjustments of SAA students. Increase SAA retention.	Class evaluations, workshops evaluations RA/PA Hall Evaluatio
	Ethnic Sensitivity Committee	Rob Ameele	representation on Committee and at Committee sponsored workshops	All groups	ongoing	Better understanding of needs of ethnically diverse population Increase appreciation of cultural diversity	Staff Observations, Program Evaluations

Chart #3

Page
Unit. Mesa Court
Date: 9/10/86

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
SIERRA CLASS			X	X	X	X	X	X	X	X	X	X
LAGO CLASS			X	X	X	X				X	X	X
Student Staff Selection							X	X				
Spanish/English Class			X	X	X	X	X	X	X	X	X	X
Committee and Job Placement			X	X	X	X	X	X	X	X	X	X
Cultural Celebration				X				X			X	
Ethnic Sensitivity Committee			X	X	X	X	X	X	X	X	X	X
Viento, Cross-Cultural Hall			X	X	X	X	X	X	X	X	X	X
Hall Workshops			X	X	X	X	X	X	X	X	X	X
Committee, Organization Involvement	X	X	X	X	X	X	X	X	X	X	X	X

Char

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Mesa Court

Date: 9/10/86

Rating Scale
1 - Very Poor
2 - Average
3 - Above Average
4 - Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal #1: To include issues of cultural diversity in the learning process			X		1 We constantly strive to make this a part of our educational programs
					2 Need to find a better way to market these programs
- Objective #1: 4-5 class sequence in Sierra curriculum				X	1 One of our main goals in Sierra program
					2 Continue to moderize to meet needs of population
- Objective #2: classes in cultural diversity in Lago curriculum			X		1 Sequence on diversity included in fall curriculum
					2 Better representation of ethnic students living in hall needed
- Objective #3: Development of Cross-Cultural theme hall (Viento).				X	1 Program has been developed
					2 New needs to be implemented
- Objective #4: Knowledge and understanding by staff of Hispanic culture w/ Spanish/English class				X	1 Class has been beneficial to English and non-English speaking staff
					2 Develop a progression of learning in class curriculum
- Objective #5: Training on Cultural Diversity for Student Staff			X		1 Included in aall aspects of selection, class and training
					2 Need to find a way to get some staff to embrace this concept with more commitment
- Objective #6: Increase cultural awareness by tying in with existing "U" programs			X		1 Accomplished thru links w/Rainbow Festival, Black History Month celebration, Asian Week, Cinco de Mayo
					2 Better links, particularly with activities of Asian Week
- Objective #7: Provide programs for residence hall students			X		1 Quality programs are available to students and student staff
					2 Need to encourage more halls to sponser these workshops

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals

Chart

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Mesa Court

Date: 9/10/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
*Statement of Your Unit's Goals and Program Objectives	1	2	3	4	
I. Goal # 2: To enhance the social adjustment of SAA students to the University.			X		1 Good efforts made, but 2 We can always get better, increase number and frequency of programs and series
- Objective #1: Survival skills training for entering frosh in Sierra Curriculum				X	1 Excellent sequence of classes designed to make transition to UCI easier 2 Continue and expand as needed
- Objective #2: Survival skills training for entering frosh in Lago Curriculum			X		1 Series of classes on communication skills, human sexuality, human awareness and learning skills 2 Encourage more students who live in hall to enroll in the class
- Objective #3: Provide mentors and/or role model for entering SAA students on: professional and student staff			X		1 Good representation of ethnic staff, but it can always be better 2 Continued emphasis on recruting third world students in applicant pools
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals

Chart

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Mesa Court

Date: 9/10/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # 3: To increase SAA student enrollment and retention in academic units where under representaton exists		X			1 Have made nominal efforts
					2 Better services and outreach by student/professional staff to SAA students
- Objective #1: Provide space for TAP					1 At request of TAP director, we made conference room available to TAP staff
					2 Better publicize, encourage participation
- Objective #2: Work with HOP and SOP			X		1 Many students agreed to provide space for SOP, Mesa Court residents involved in HOP
					2 Better coordination with Central office staff regarding these two programs
- Objective #3: Provide study skills, test anxiety, time mgt workshops, etc.				X	1 Popular programs among our residents
					2 Encourage more participation by students
- Objective #4: Provide housing and workshops for SPOP/UNIPREP staff and participants			X		1 Each year our involvement grows in these programs
					2 Develop better working relationship w/SPOP, UNIPREP Coordinators and professional staff
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Unit: Mesa Court

Date: 9/10/86

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal # 4: Departmental support for professional development as it relates to ethnic awareness			X		1 Continued work of Housing's Ethnic Sensitivity Committee
					2 Encourage more attendance by staff
- Objective #1: Have Mesa Court representation on Ethnic Sensitivity Committee				X	1 Four staff members were involved in Committee's work
					2 Encourage continued involvement by staff
- Objective #2: Involvement by Mesa Court staff in Committee sponsored workshops		X			1 Good involvement by career program staff
					2 Encourage better involvement by operations and support staff
- Objective #3: Workshop for RA staff in selection and training				X	1 One of the central themes in selection, staff classes, fall and inservice training
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Char

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Unit: Mesa Court

Date: 9/10/86

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal # 5: Attention to SAA, other ethnic minority, disabled and sexual preferences concerns in developing applicant pools hiring, training programs and residential programs				X	1 Extensive efforts to actively recruit diverse candidate pools in all positions (pro./student)in Mesa Ct. 2 None needed at this time
- Objective #1: Attract larger diversity in applicant pool for student positions			X		1 Initiate nomination system for RA position that dramatically increased RA applicant pool 2 Better market positions to group/organizations that werve SAA students
- Objective #2: attract diversity in applicant pool for professional positions				X	1 A majou philosophical goal of our hiring practices 2 None needed at this time
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

-380-

Cha

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Mesa Court

Date: 9/10/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
I. Goal # 6: Encourage participation by staff in organizations and committees that address issues/concerns dealing w/SAA students			X		1 Staff members involved w/ La Raza, BFSA, Chancellor's Advisory Committee on Minority Affairs 2 More involvement could be obtained.
- Objective #1:					1 2
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

INTERNATIONAL SERVICES

665

rt #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Unit: International Services

Date: 11/3/86

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : IV.D. To enhance the social adjustment of underrepresented SAA students to the Univer.			XX		1 The program succeeded very well dispite limited staff time and resources 2 More campus-wide participation and advance publicity
- Objective #1: To increase the positive attitude of SAA students towards the Univ. social env.			XX		1 We had increased participation over the previous years 2 Encourage additional participation by various ethnic groups on campus.
- Objective #2: To increase the oppor. for SAA students to participate in the Univ. social envir.					1 We were unable to hold this event in 1985, so it was a positive step forward this year. 2 Increased participation by SAA student groups.
- Objective #3: To increase the avail. of culturally diverse activ. which will enhance the adjust...			XX		1 This is an activity which encourages participation by all ethnic groups. 2 Increased participation by student groups campus-wide.
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Unit International Services

Chart #2

Date: 11/3/86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
.D. enhance e social justment under-presented A student the Uni.	1. To increase the positive attitude of SAA students towards the University social environment.	N. Pettiford	International Day	10 SAA Clubs & Organ.	1 day	Increased partic.	Increased numbers.
. D.		N. Pettiford	Rainbow Festival (assisted as committee member)		2 days		
.D.		M. Morgan	Nontraditional Orient.	SAA Stud. who are older	1 day	Increased retention of SAA students who are older.	Increased retention

Chart #3

Page ____________

Unit. International Services

Date: 11/3/86

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
International Day												
Planning					X →	→	→	→	→			
Notices									X			
Event										X		
Rainbow Festival												
Planning	→	→	→	→								
Event					X							
Nontraditional Student Orientation												
Planning	→	→	X									
Notices		X										
Event			X									

STUDENT ACTIVITIES

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit Student Activities

Date 11/10/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4		1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : To increase the availability of culturally diverse activities and programs in an effort to enhance the social adjustment of SAA students.			X		1	Overall, this unit was very successful in positively impacting its stated goal.
					2	Establish an internal commitment to provide additional SAA program endeavors.
- Objective #1: To further develop the organizational strength of the Black Greek Coordinating Council			X		1	Program activities were undertaken and outcome measures reflected an increase in membership growth as well as in participation in campus activities
					2	Increase BGCC interaction with majority greeks; maintain consistent meeting schedule; involve more resources to support Black Greek pledge education
- Objective #2: Regularly offer University Center Programs Board activities that have a direct SAA appeal				X	1	This was a top priority of the University Center Programs Board; every quarter programs that had a direct appeal to SAA students were offered, most very successful
					2	More and continued program offerings
- Objective #3: Provide office/work space in the Student Activities Office for SAA student organizations				X	1	Over 1/3 of all assignable office space was allocated to SAA student groups
					2	If more overall space was available, the number of SAA assignment could be increased
- Objective #4: Provide staff support to the Minority Programs Committee weekly meeings			X		1	Regular attendance and participation at weekly MPC meetings was very helpful
					2	Encourage SAA organizations to meet with a program advisor in advance of submitting funding applications and in the early stages of the program's development
- Objective #5:					1	
					2	
- Objective #6:					1	
					2	
- Objective #7:					1	
					2	

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals

Unit Student Activities Office

Chart #2

Date: November 10, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	To further develop the organizational strengths of the Black Greek Coordinating Council	Ellen Thomas	o Mail BGCC flyer to Black students	Black students (40)	on going	To develop more cohesive and supportive Black Greek organizations	Growth of membership
			o On going meetings		on going		Increased pledge retention
			o BGCC sponsored social events		on going		
			o BGCC participation in all-Greek governance and activities		on going		Increased level of campus activities
	To increase SAA student membership in IFC and Panhellenic affiliated organizations	Ellen Thomas	o Antleader Guide: "Appreciating Diversity" workshop	All SAA students	on going	To increase support and visibility of SAA students in IFC and Panhellenic affilitated organizations	Increased membership and retention of SAA students in IFC and Panhellenic affiliated organizations
			o All Pledge Worshop: "Appreciating Diversity"		annually		
			o All Sorority Potluck "mixer"		annually		
			o Black and Asian Greek participation in Greek Week and Greek Songfest		annually		

Unit Student Activities Office

Chart #2

Date: November 10, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	To insure active SAA involvement in the planning and participation of the All University Leadership Conference	Randy Lewis	o Offer workshops and presentations that have a direct appeal to SAA interests and considerations	All SAA students	annually	To enhance leadership skills and abilities of SAA students To promote quality interaction between SAA and non-SAA students	Actual participation of SAA students at the Leadership Conferenc
	To provide office/work space in the Student Activities Office for SAA student organizations	Marti Barmore	o Actively recruit and encourage SAA student groups to apply for office space	All SAA student organizations	quarterly	To enhance the organizational skills of SAA student groups To promote interaction between SAA and non-SAA student organizations	Number of offi spaces assigne to SAA student groups
	To provide staff support to the Minority Programs Committee weekly meetings	Marti Barmore Carol Edwards	o Budget allocations o Program planning and review	All SAA student organizations	weekly	To better meet the social/cultural needs of SAA student organizations	Program participation and feedback

-388-

Unit Student Activities Office

Date: November 10, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	To increase SAA participation in the annual College Bowl Tournament	Marti Barmore	o Schedule a pre-tournament in the Fall Quarter in order to introduce SAA students to College Bowl	Teams from APSSA, MEChA, & BSU (15 students)	annual	To involve SAA students in greater numbers in the annual College Bowl Tournament (Winter Quarter)	Participation in campus tournament

Chart

Page 1 of 2

Unit. Student Activities Office

Date: November 10, 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
BGCC flyer to new students		X	—									
BGCC meetings				X	—	—	—	—	—	—	—	—
BGCC sponsored social events				X	—	—	—	—	—	—	—	—
BGCC participation in all-Greek governance and activities				X	—	—	—	—	—	—	—	—
Antleader Guide: "Appreciating Diversity"			X	—								
All Pledge Workshop: "Appreciating Diversity"				X	—							
All Sorority Potluck "mixer"								X	—			
Black and Asian Greek participation in Greek Week and Greek Songfest								X	—	—		
SAA participation in All University Leadership Conference	X	—	—	—								
Office space in Student Activities of SAA student organizations			X	—	—	—	—	—	—	—	—	—
Staff support to Minority Programs Committee (MPC)			X	—	—	—	—	—	—	—	—	—

Chart

Page 2 of 2

Unit. Student Activities

Date: November 10, 1986

1986-87

Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Increase SAA participation in annual College Bowl tournament					X—	—	—	—				

STUDENT SUPPORT SERVICES

685

Unit Student Support Services

Chart #2

Date: December 5, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Goal 1	To help all students make a/the decision to attend UCI or another institution "right for them"	All staff	1. UCI on Wheels 2. SPOP 3. Uni-Prep 4. Answers for applicants	All new UCI Students	1. March 2. Jul-Aug 3. Sept. 4. Feb.	Natural increase in number of SAA students at UCI. More successful at UCI	All particpants asked to fill out evaluations Also keep track of enrolloment each quarter an GPA
Goal 2	To increase the use of academic support services by all UCI students	All Staff	1. SPOP and Uni-Prep 2. N.S.S. 3. Peer Mentor Program 4. Freshman Extended	All new UCI students 2. Select UCI students 3. Select UCI students	1.Jul-Sept 2. Jul-Jun 3. Jul-Jun	Students more aware of support systems on campus-positive attitudes	1. Some summer orientation research is done by questionnair /survey 2.evaluations 3. Evaluations by mentors and Mentees
Goal 3	To increase the positive attitude of all students towards the University's social environment and and get them involved	All Staff	1. SPOP and Uni-Prep workshops 2. Freshman Extended Orientation program	all new UCI students	Jul-Sept.	Students more aware of social and cultural activities, & not afraid of involvment	Evaluation form and survey

Unit Student Support Services

Chart #2

Date: December 5, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Goal 2	To increase the use of academic support services by all UCI students	All staff	1. N.S.S. Info booth (referrals, questions) 2. Peer Mentor Program	1. All individuals 2. Select UCI students	1. Jul-Jun 2. Jul-Jun	Students more aware of academic support systems on campus	1. Personal feedback 2. Evaluation forms
	To increase the use of academic support services by all UCI students	All Staff	SPOP/Uni-Prep	All new transfers to UCI	Jul-Sept.	Transfer students more aware of academic support systems on campus	Evaluation forms and participant survey
Goal 3	To increase the positive attitude of all transfer students towards the University social environment, and get them involved	All Staff	Summer Orientation workshops	All new transfer to UCI	Sept.	Students more aware of social and cultural activities and not afraid of involvment	Personal Feedback

Unit Student Support Services

Chart #2

Date: December 5, 1986

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Goal 2	To increase the use of academic support services by all UCI students	All staff	1. N.S.S. Info Booth (referral, questions) 2. Peer Mentor Program	1. all Individuals 2. select	1. Jul-Jun 2. Jul-Jun	Students more aware of academic support systems on campus	1. Personal Feedback 2. Evaluation Forms

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Student Support Services

Date: December 5, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal #1 : To increase the number of SAA students who enroll in UCI				X	1 Strong outreach component to orientation and New Student Services Programs. 2
- Objective #1:					1 2
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1. 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in [illegible] III of the UCI SAA Five Year Plan (green cover)

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Student Support Services

Date: December 5, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal # 2: To enhance the SAA students' sense of academic responsibility				X	1 Major programatic emphasis is given to this goal.
					2
- Objective #1:					1
					2
- Objective #2:					1
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Unit Student Support Services

Date December 5, 1986

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
1. Goal #3: To enhance the social adjustments of SAA students				X	1 Major use of undergraduate peer mentor in all programs. Role modeling utilized throughout the unit 2
- Objective #1:					1 2
- Objective #2:					1 2
- Objective #3:					1 2
- Objective #4:					1 2
- Objective #5:					1 2
- Objective #6:					1 2
- Objective #7:					1 2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number.

Chart #3

Page ____________

Unit. Student Support Services

Date: December 5, 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
SPOP	X----	----X										
UNI-PREP			X									
NEW STUDENT SERVICES	X----	----	----	----	----	----	----	----	----	----	----	----X
UCI ON WHEELS									X			
PEER MENTOR PROGRAM	X----	----	----	----	----	----	----	----	----	----	----	----X
ANSWERS FOR APPLICANTS								X				
NSS INFO BOOTH	X----	----	----	----	----	----	----	----	----	----	----	----X
FRESHMAN EXTENDED ORIENTATION	X----	----	----	----	----	----X				X----	----	----X

-399-

UNIVERSITY CENTER

700

Cnart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit UNIVERSITY CTR.

Date DEC. 9, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : To enhance the social adjustments of SAA students toward the Univ. environment		X			1 Efforts are being made in all goal and objective areas, however facility limitations are hampering effort
					2 Building of additional facilities
- Objective #1: To increase the positive attitude of SAA students to Univ. social environment			X		1 Staff hiring, music programming, food service are well implemented
					2 None
- Objective #2: To increase opportunities for participation in Univ. social environment			X		1 We continue to increase facilities usage for social events involving SAA students
					2 Building of additional facilities
- Objective #3: To increase the availability of culturally diverse activities				X	1 Several specific program opportunities were developed which had this effect
					2 Survey of students to gain clearer understanding of their needs and wants
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in [illegible] III of the UCI SAA Five Year Plan (green cover). Also please use one of th[illegible]sheets for each of your unit's goals.

Unit UNIVERSITY CENTER

Date: DEC. 9, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
GOALS To enhance the social adjustment of SAA students toward the Univ. environment **OBJECTIVES** To increase the positive attitude of SAA students to Univ. social environment To increase opportunities for participation in Univ. social environment To increase the availability of culturally diverse activities Facilities Planning	1. Food service coordination with ethnic events	UCI Dining Mike Barris	Special meals, decorations	Students Faculty Staff	1 per qtr. (minimum)	Add cultural dimension to event	Food service participation
	2. Provide office space for student clubs of cultural diversity	Randy Lewis Mike Barris	Provide modular office storage, and work space	Reg. student clubs	daily for 86-87	Support the operation and organization of student clubs	Monitor use of offices by student activities
	3. Program music in Sound Connection and Bldg. sound system that has cultural diversity	Renata Pekerti Ladan Hariri	Surveys of desired music purchase and playing of music	Students Faculty Staff	daily	Maintain diversity of people using facility	Response by users to music selections through monitoring of request sheets
	4. Hiring a culturally diverse student staff	Mike Barris	Recruiting and hiring program	Students	ongoing	Maintain ethnic diversity of Univ. Ctr. student staff	Monitoring employment records
	5. Co sponsorship of programs of cultural nature. Increased involvement with Cross-Cultural Ctr.	Jack McManus	Provide programs which are of interest to various ethnic populations	Students Faculty Staff	several per qtr.	Various depending on the program	Participation in the programs
	6. Maintain records of facility use by ethnic groups	Ladan Hariri	Computer tabulations of reservations made by student groups	Student clubs	monthly	Develop profile of facility use by student organizations	Data collected through reservations system

Unit: UNIVERSITY CENTER

Date: DEC. 9, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	7. Work with architect on new facilities designed to enhance overall student environment. This includes the construction of a new Cross-Cultural Center bldg	Mike Barris Cross-Cult. Center students and staff	Planning and design phase	Students Faculty Staff	ongoing	Improvement and expansion of facilities	Increased facilities and program use

Chart #3

Page 1 of 1

Unit. UNIVERSITY CENTER

Date: DEC. 9, 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Food Service coordinated with ethnic events			X		X			X			X	
Office space for clubs	X	X	X	X	X	X	X	X	X	X	X	X
Music programming	X	X	X	X	X	X	X	X	X	X	X	X
Hiring culturally diverse staff	X	X	key date X	X	X	X	X	X	X	X	key date X	X
Programming - specific dates TBD			X	X	X	X	X	X	X	X	X	X
Facility use	X	X	X	X	X	X	X	X	X	X	X	X
Planning/Design of new facilities						X	X	X	X	X	X	X

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: UNIVERSITY CTR.

Date: DEC. 9, 1986

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

Statement of Your Unit's Goals and Program Objectives*	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : To enhance the social adjustments of SAA students toward the Univ. environment		X			1 Efforts are being made in all goal and objective areas, however facility limitations are hampering effort
					2 Building of additional facilities
- Objective #1: To increase the positive attitude of SAA students to Univ. social environment			X		1 Staff hiring, music programming, food service are well implemented
					2 None
- Objective #2: To increase opportunities for participation in Univ. social environment			X		1 We continue to increase facilities usage for social events involving SAA students
					2 Building of additional facilities
- Objective #3: To increase the availability of culturally diverse activities				X	1 Several specific program opportunities were developed which had this effect
					2 Survey of students to gain clearer understanding of their needs and wants
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in [illegible] III of the UCI SAA Five Year Plan (green cover) Also please use one of th[illegible]sheets for each of your unit's goals

Unit UNIVERSITY CENTER

Date: DEC. 9, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
GOALS To enhance the social adjustment of SAA students toward the Univ. environment **OBJECTIVES** To increase the positive attitude of SAA students to Univ. social environment To increase opportunities for participation in Univ. social environment To increase the availability of culturally diverse activities Facilities Planning	1. Food service coordination with ethnic events	UCI Dining Mike Barris	Special meals, decorations	Students Faculty Staff	1 per qtr. (minimum)	Add cultural dimension to event	Food service participation
	2. Provide office space for student clubs of cultural diversity	Randy Lewis Mike Barris	Provide modular office storage, and work space	Reg. student clubs	daily for 86-87	Support the operation and organization of student clubs	Monitor use of offices by student activities
	3. Program music in Sound Connection and Bldg. sound system that has cultural diversity	Renata Pekerti Ladan Hariri	Surveys of desired music purchase and playing of music	Students Faculty Staff	daily	Maintain diversity of people using facility	Response by users to music selections through monitoring of request sheets
	4. Hiring a culturally diverse student staff	Mike Barris	Recruiting and hiring program	Students	ongoing	Maintain ethnic diversity of Univ. Ctr. student staff	Monitoring employment records
	5. Co sponsorship of programs of cultural nature. Increased involvement with Cross-Cultural Ctr.	Jack McManus	Provide programs which are of interest to various ethnic populations	Students Faculty Staff	several per qtr.	Various depending on the program	Participation in the programs
	6. Maintain records of facility use by ethnic groups	Ladan Hariri	Computer tabulations of reservations made by student groups	Student clubs	monthly	Develop profile of facility use by student organizations	Data collected through reservations system

Unit: UNIVERSITY CENTER

Date: DEC. 9, 1986

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	7. Work with architect on new facilities designed to enhance overall student environment. This includes the construction of a new Cross-Cultural Center bldg	Mike Barris Cross-Cult. Center students and staff	Planning and design phase	Students Faculty Staff	ongoing	Improvement and expansion of facilities	Increased facilities and program use

Chart #3

Page 1 of 1
Unit. UNIVERSITY CENTER
Date: DEC. 9, 1986

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Food Service coordinated with ethnic events			X		X			X			X	
Office space for clubs	X	X	X	X	X	X	X	X	X	X	X	X
Music programming	X	X	X	X	X	X	X	X	X	X	X	X
Hiring culturally diverse staff	X	X	key date X	X	X	X	X	X	X	X	key date X	X
Programming - specific dates TBD			X	X	X	X	X	X	X	X	X	X
Facility use	X	X	X	X	X	X	X	X	X	X	X	X
Planning/Design of new facilities						X	X	X	X	X	X	X

WOMEN'S RESOURCE CENTER

Chart #[illegible]

Page 1

Unit. Women's Resource Center

Date: 9/15/86

1986-87
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Support Group for Black Women			x	--	--	--	--	--	--	--	--	x
Support Group for Latina Women			x	--	--	--	--	--	--	--	--	x
Affirmative Action Funding			x	--	--	--	--	--	--	--	--	x
Women's Resource Center Staff Development			x	--	--	x						
Black Greek and Panhellenic Exchange								x				
Provide meeting space for SAA student groups			x	--	--	--	--	--	--	--	--	x
Workshop on Racism and Feminism				x								
Participation in campus-wide events:												
Black History Month									x			
Cinco De Mayo											x	
Asian Week										x		
Rainbow Festival					x							

1.

Unit Women's Resource Center

Chart #2

Date: 9/86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

Page 1 of 2

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
V-VIII D.	Increase SAA participation at WRC	All Staff	Support Group for Black Women (Ms. Ebony)	SAA	weekly	social interaction, bonding of Black women, role models	feedback, participation
			Support Group for Latina Women (Latinas Unidas)	SAA	weekly	social interaction bonding of Latina women, role models	feedback, participation
			Affirmative Action Funding	SAA	all year	SAA student groups use WRC as resource	yearly evaluation of funding allocations
			WRC Staff Development	All Staff	Fall 1986	cultural awareness among staff to better serve community	staff assessment
-VIII E.	Increase participation		Workshop on Racism and Feminism	All students	Spring 87	Improved relations, personal awareness	evaluations
			Black Greek & Panhellenic Exchange	Black Greek & Greek Sorority	Winter 1987	communication between sororities	program evaluation
			Provide meeting space for SAA student Groups	SAA	all year	improved relations, SAA student groups will have a location other than Cross Cultural Center to identify with	room use assessment

Unit Women's Resource Center

Chart #2

Date: 9/86

UCI SAA PROGRAM ACTIVITIES FOR 1986-87

Page 2 of 2

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Numbers in Target Group by Ethnicity	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV-VIII D	Increase SAA participation and support SAA campus efforts	All staff	WRC participation in al Third World campus events (i.e. Rainbow festival, Black History Month, Asian Week, Cinco De Mayo, etc.)	SAA	all year	support cultural programs at UCI	community relations

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AN ROGRAM OBJECTIVES FOR 1985-86

Unit: Women's Resource Center

Date: 9/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?	
	1	2	3	4		
I. Goal # : IV - VIII D Increase SAA participation and support SAA campus efforts					1	
					2	
- Objective #1: Participation in all 3rd world campus events			x		1	Increased contribution and involvement
					2	Center involvement from first stages of organizing for annual events
- Objective #2:					1	
					2	
- Objective #3:					1	
					2	
- Objective #4:					1	
					2	
- Objective #5:					1	
					2	
- Objective #6:					1	
					2	
- Objective #7:					1	
					2	

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit: Women's Resource Center

Date: 9/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS 1	2	3	4	1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
I. Goal # : V - VIII E Increase participation					1
					2
- Objective #1: Third World Women's Writer's conference				x	1 Program attendance, evaluations, community support and publicity
					2 None
- Objective #2: Black Greek and Panhellenic Exchange				x	1 Program attendance, evaluations, postive feelings and attitudes of participants
					2 None, program will be repeated annually
- Objective #3: Provide meeting space for SAA student groups			x		1 Center usage was increased
					2 Direct contact with organizations
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referencing them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals.

Chart #1

WORKSHEET FOR THE ASSESSMENT OF UNIT SAA GOALS AND PROGRAM OBJECTIVES FOR 1985-86

Unit Women's Resource Center

Date: 9/86

Rating Scale
1 = Very Poor
2 = Average
3 = Above Average
4 = Superior

*Statement of Your Unit's Goals and Program Objectives	RATING SCALE FOR ASSESSMENT OF PROGRAM EFFECTIVENESS				1 Why did you give this specific SAA goal or objective of your unit the rating you did? 2 What modifications, if any, do you think are necessary to improve program effectiveness?
	1	2	3	4	
1. Goal # : IV - VIII D Increase SAA participation at Women's Resource Center					1
					2
- Objective #1: Ms. Ebony: A Support Group for Black Women			x		1 Program attendance, interest in organization, organization's program accomplishments
					2 More Black female faculty/staff involvement
- Objective #2: Affirmative Action funding			x		1 Organizations funded for fiscal year well balanced
					2
- Objective #3:					1
					2
- Objective #4:					1
					2
- Objective #5:					1
					2
- Objective #6:					1
					2
- Objective #7:					1
					2

*Please state exactly what the goals and objectives of your unit are, rather than referenting them by number. They should correspond to your unit's goals and objectives as stated in Volume III of the UCI SAA Five Year Plan (green cover). Also please use one of these worksheets for each of your unit's goals

APPENDICES

730

October 1, 1986

COMMUNITY ADVISORY COUNCIL

Statement of Purpose

The Educational Opportunity Program/Student Affirmative Action Community Advisory Council has been organized to provide a forum from which community-based advice, counsel, and support can be garnered and issues can be raised in relation to the direction and effectiveness of UC Irvine's Student Affirmative Action (SAA) Five Year Plan and Planning Process. The Council has broad-based community and campus representation so that issues of concern regarding student affirmative action can be pursued. While the Council will focus its attention on outreach, student preparation, and recruitment issues, concerns about retention and graduation rates (i.e. student progress) and some important "quality of student life" correlates--like financial aid packaging and housing provisions--also will be addressed. A community perspective, which the Council is designed to provide, is essential for the UCI Five Year Plan to reach the maximum degree of success to which UCI is committed to achieving.

731

IRVINE: OFFICE OF ACADEMIC AFFAIRS

March 25, 1983

EOP/SAA COORDINATING/ADVISORY TASK GROUP

Purpose

Overall

- Strengthen and expand student affirmative action efforts throughout all aspects of the UCI community.

Specifically

- Provide a forum for involved individuals to:
    - provide advice regarding the enhancement of and ongoing effectiveness of SAA outreach and retention, plans and programs
    - identify problem areas which hinder effective SAA programs
    - take action where possible, and recommend to appropriate authority where actions are not possible to remedy problems or hinderances
    - seek out needed information to assist SAA efforts
    - share information among the groups, and with the campus as appropriate, regarding SAA trends locally, state-wide, and nationally.

REPORT OF THE SPECIAL COMMITTEE ON STUDENT AFFIRMATIVE ACTION

To the Representative Assembly, Irvine Division:

Standing Committee on Student Affirmative Action

It is widely recognized that problems of Student Affirmative Action (SAA) are becoming increasingly critical for the University. As changes in the ethnic composition of California's population accelerate to the point where current minorities will together become a majority within two decades, it becomes of crucial importance to the economic and social life of the state to increase the proportion of minority students who enter and successfully complete the broad array of University programs that contribute so much to our society's well being.

This perception has led President Gardner to establish affirmative action efforts by the University as his "highest priority" in the current year, and the Governor and the legislature have responded by increasing substantially the State's support for SAA programs at the University. It is important that the faculty, through the Academic Senate, join with the Administration in this effort. Because of the interactive relation between the State and the University, the strength of our SAA programs, and the perception of that strength by others, have the potential to affect all aspects of the University's mission - research, teaching, and public service.

The faculty has an absolutely essential role to play, if University SAA programs are to succeed. Faculty have principal responsibility for recruiting, admitting, supporting, advancing, graduating, and placing students in career positions. While Chancellors and Deans may exhort, evidence suggests that faculty are more readily influenced by their colleagues. As faculty governance is exercised through the Senate, this is the natural locus for an effective SAA program. That such efforts interact with those aimed at faculty affirmative action gives emphasis to the role that the faculty must play in SAA.

Once students from SAA target populations enter a University program, the level of their academic performance and the rate of their successful completion of the program depend mainly on the interaction of students with faculty. Research has begun to delineate methods of faculty involvement which can increase substantially the fraction of minority students who successfully complete certain courses and programs.

For the reasons listed above the systemwide Academic Council has requested that each Senate Division establish a standing committee on SAA, and on January 15, 1986, the Council approved a proposal to establish a systemwide Senate Committee on Student Affirmative Action. This latter action was submitted to the Assembly of the Academic Senate on March 4, 1986, and approved.

Specific Rationale

The problem addressed by affirmative action programs for students concerns the underrepresentation of Ameridan Indian, Black, Chicano, Filipino, and Latino students in the UCI student body. The proportion of those students among new UCI undergraduates declined steadily for three years, from 14.6 percent in 1980 to 11.3 percent in 1982. This decline occurred at a time when the same group representation in the graduating high school classes was increasing, an increase that will continue.

In fall 1983, the proportion of new undergraduate underrepresented students at UCI rose to 12.6 percent, as the result of campus SAA efforts. Community groups have also organized and taken an active role in all phases of UCI SAA. A student group has been established to work with academic units in specific SAA plans.

The goal of recruiting and retaining qualified students from underrepresented groups can be achieved only with the active participation of all segments of the campus community, including the faculty.

On February 2, 1984, the UCI Senate approved the following resolution:

> RESOLVED: THE UCI FACULTY DECLARES ITS COMMITMENT TO STUDENT AFFIRMATIVE ACTION.
>
> FURTHERMORE, THE FACULTY DECLARES ITS COMMITMENT TO FOSTER THE TRANSFORMATION OF THE UNIVERSITY INTO A MULTICULTURAL INSTITUTION IN WHICH STUDENTS FROM UNDERREPRESENTED GROUPS FIND AN ENVIRONMENT AMENABLE TO THEIR EDUCATION. FACULTY AFFIRMATIVE ACTION EFFORTS WILL SEEK TO INTEGRATE CULTURALLY DIVERSE MATERIAL INTO THE CURRICULA WHEREVER FEASIBLE.

Brief History and Charge

The 1980 Budget Bill recommended that each campus establish a committee (then called Chacon Committees because of the name of the author of the Bill) "to review campus student affirmative action plans and make recommendations to the University for improving the plan and its effectiveness." (UCI's Five-Year SAA Plan is on file in the Senate Office.) The Irvine Division was the first to respond to this mandate, under the direction of Marjorie Caserio and Helen Weil, and a Special Senate Committee on Student Affirmative Action was appointed on December 9, 1982. The charge given to the Special Committee was:

> To oversee the activities of Student Affirmative Action Programs at UCI, to provide input regarding both philosophical and programmatic aspects of these efforts, and to advise the Chancellor in relation to all Student Affirmative Action issues and concerns.

During its first year the Committee's major activity was to help to develop the UC Irvine Student Affirmative Action Five-Year Plan, and since then it has put considerable energy into (1) mentorship programs; (2) a working document of ideas on SAA; (3) admission of eligible SAA applicants; (4) the Joint Resolution on SAA Issues; (5) encouraging multicultural curricula,

(6) increasing faculty and administration awareness of SAA issues; and (7) advising the Assistant Vice Chancellor for Academic Affairs on issues of faculty involvement in SAA issues.

Recommendation

The Irvine Division Special SAA Committee recommends that a standing committee on SAA be established by the Representative Assembly to pursue the following goals and objectives:

Goals

1. To increase the number of underrepresented minorites in the secondary school system who are eligible for UC undergraduate admission.
2. To increase the number of underrepresented minorities who are admitted as undergraduates and who graduate from UCI.
3. To increase the number of underrepresented minorities in UCI graduate and professional schools.
4. To increase the number of women in graduate and professional fields in which they are underrepresented.
5. To encourage and support the achievement of academic excellence among underrepresented minority students at UCI.

Objectives

1. To encourage the involvement of UC faculty in addressing the above goals through both traditional and innovative ways, including outreach programs.
2. To champion financial support for campus activities that focus on faculty involvement in meeting the above goals.
3. To disseminate relevant information to UCI faculty concerning urgency of the above goals, how various faculty are addressing the goals, and exemplary programs.

The Committee on Rules and Jurisdiction has reviewed the proposed legislation and found it consonant with the Code of the Academic Senate.

Irvine Bylaw 118. Committee on Student Affirmative Action

(A) Membership

The Committee on Student Affirmative Action shall consist of four Division members, one of whom shall be elected each year for a three-year term, one representative from the Committee on Affirmative Action; one undergraduate and one graduate student; and, *ex efficio*, the Assistant Vice Chancellor, Academic Affairs; the Assistant Dean of Graduate Studies and Research; the Assistant Dean of Undergraduate Studies; the Assistant Vice Chancellor, Affirma-Action; and the Director, Cross Cultural Center will be invited [illegible]

[illegible]

(B) Duties
The Committee

(1) facilitates the development of campus efforts concerned with

  (a) identifying undergraduate, graduate, and professional programs in which there are disproportionately few students, from groups defined by ethnicity or sex, who enter, perform at a strong academic level, or graduate from these programs, and

  (b) working with faculty in each such program to increase the number of students from the underrepresented groups who enter, perform with academic strength, and successfully complete the program;

(2) seeks to increase the effectiveness of such efforts by promoting and facilitating communication throughout the campus and with the Office of the President;

(3) may undertake, on its own initiative, studies and/or evaluations of administration and faculty policies and endeavors related to or affecting student affirmative action and may make recommendations to the Senate;

(4) reports to the Academic Senate on progress and problems in connections with items 1-3 above.

The Executive Committee in its meeting February 18, 1986, unanimously endorsed the proposal to establish a Standing Committee on Student Affirmative Action.

Gary Evans, Chair
Special Committee on
Student Affirmative Action

Note: The Committee on Rules and Jurisdiction finds the proposal consonant with the Code of the Academic Senate.

Approved by the Academic Senate May 8, 1986